DOCUMENT RESUME

ED 427 822 JC 990 125

AUTHOR	Raby, Rosalind Latiner
TITLE	Looking to the Future: Report on California Community College International and Global Education Programs. A Report on Activities Funded by the Chancellor's Office for the California Community Colleges 1997-1999 Fund for Instructional Improvement Research Grant.
INSTITUTION	California Colleges for International Education, Chatsworth.
SPONS AGENCY	California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE	1998-12-00
NOTE	163p.
CONTRACT	RFA-97-000
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*College Role; *Community Colleges; *Educational Finance; *Educational Policy; *International Education; Program Evaluation; School Funds; State Aid; Two Year Colleges
IDENTIFIERS	*California Community Colleges

ABSTRACT

This report assesses the current status of international and global education at California community colleges (CCC), and provides a review of the literature in an effort to help inform future policy discussions and recommendations on funding and state support. There were five steps involved in this study: (1) creation of the Alliance on International/Intercultural Education Advisory Committee, which included representatives from eight CCC organizations and representatives from the Chancellor's Office, California State University, and the University of California; (2) distribution of the CCC International and Global Education Survey to all CEOs and CIOs at the colleges; (3) analysis of the State Chancellor's database to provide a systemwide interpretation of international and global education at California colleges; (4) examination of various national and state consortia surveys and year-end reports to bring a national and regional focus to the data; and (5) evaluation of literature in the field (1990-1998) to produce theoretical support of the research findings. Survey responses indicate eighty-seven of the ninety-one reporting colleges offer at least one type of international and global education program; eighty-one colleges offer two or more. Appended are state and national consortia comparisons and printouts from the State Chancellor's database. An "Annotated Bibliography and General References" section contains a literature review; literature review topic index; annotated bibliography; Web sites; and a list of associations, organizations, and consortia. (AS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 427 822

Looking to the Future:

Report on California Community College International and Global Education Programs

A Report On Activities Funded By The Chancellor's Office For The California Community Colleges 1997-1999 Fund For Instructional Improvement Research Grant

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

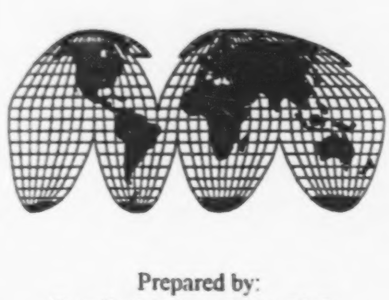
December, 1998

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

R. L. Raby

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

JC 990125



Prepared by:
Rosalind Latiner Raby, Ph.D.
Project Director, International and Global Education Research Project
California Colleges for International Education
E-mail: rabyrl@aol.com

BEST COPY AVAILABLE

© 1998 by Rosalind Latiner Raby, Ph.D.
Funded by the FII Research Grant: 1997-1998.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without proper reference to the author and to the Chancellor's Office for the California Community Colleges.

Chancellor's Office for the California Community Colleges
1107 Ninth Street
Sacramento, CA. 95814-3607
(916) 327-2987

TABLE OF CONTENTS

FORWARD 1

EXECUTIVE SUMMARY 3

Part I - International and Global Education at California Community Colleges

PROJECT REPORT 11
Introduction 11
    Defining Terms 12
    Defining International and Global Education Programs/Activities 14
Sources 16
Program Inventory 18
    Key Findings: Campus Structure 18
    Key Findings: Program Offerings 21
    Internationalizing Curricula 23
    Foreign Language Programs 25
    International Student Programs 25
    Study Abroad Programs 27
Planning For The Future 28
    Key Findings - Areas of Assistance 29
Conclusion 30

INTERNATIONAL AND GLOBAL EDUCATION SURVEY 33
Introduction 33
Campus Structure - Key Findings 35
Generalizations Regarding Campus Structure 37
Programs Offered - Key Findings 38
Generalizations Regarding Programs Offered 39
Future Offerings - Key Findings 40
Generalizations Regarding Future Offerings 41
Areas of Assistance - Key Findings 41
Generalizations Regarding Areas of Assistance 42
Generalizations - Comparisons with National Studies 43
General Comparisons 44
List of California Colleges that Completed the IGE Survey 45

RECOMMENDATIONS 49
Specific Recommendations 53

Part II - Literature Review

ANALYSIS OF CURRENT LITERATURE IN THE FIELD 59
Introduction 59
International and Multicultural Competency 60
    Individual Level 60
    Community/Societal Level 61
    Global Level 61
Defining Terms: International and Global Education 62
Discussion of Terms 63
Disciplinary Connections 66
    Defining Programs/Activities 67
Building a Community College Global & International Education Paradigm 68
Bibliography 70

CONCLUSIONS AND FUTURE CONCERNS 77
Conclusions 77
Typology of Criteria for Success 79

ANNOTATED BIBLIOGRAPHY AND GENERAL REFERENCES 85
Literature Review 85
Literature Review Topic Index 86
Annotated Bibliography 87
Web - Sites 110
Associations, Organizations and Consortia 113

Appendices

APPENDIX A: STATE AND NATIONAL CONSORTIA COMPARISONS . . . . . A - 3
Programs Identified in Each Report . . . . . A - 3
Description of National and State Consortia . . . . . A - 4
Comparing International/intercultural Educational Programs . . . . . A - 6
Detailed Comparisons . . . . . A - 7
Structure of Programs - Key Findings . . . . . A - 8
International Student Programs - Key Findings . . . . . A - 8
International Curricula Programs - Key Findings . . . . . A - 10
Study Abroad Programs - Key Findings . . . . . A - 10
International Community Activities - Key Findings . . . . . A - 11
International Business Programs - Key Findings . . . . . A - 11

APPENDIX B: STATE CHANCELLORS' DATA BASE .... B - 3
Part I - Mis Summary of Course Offerings & T.o.p Codes - Key Findings .... B - 3
  Ethnic and Cultural Studies Programs - Key Findings .... B - 5
  International Business and Studies Programs- Key Findings .... B - 5
  International Business/studies and Ethnic Studies Generalizations .... B - 6
  Inconsistencies .... B - 7
Part II - Foreign Language Programs - Key Findings .... B - 7
  Foreign Language Generalizations .... B - 8
Part III - Immigrant and International Student Characteristics .... B - 8
  Immigrant & International Student Programs - Key Findings .... B - 9
  Immigrant & International Student Generalizations .... B - 10
Part IV - State Study Abroad Reports Comparison .... B - 10
  Farland and Cepeda (1988) Study Abroad Report - Key Findings .... B - 11
  CCIE (1998) Study Abroad Report - Key Findings .... B - 11
  Study Abroad Generalizations .... B - 12

FORWARD

In 1997, the Institute for International Programs (IIP) of the Los Angeles Community College District (LACCD) in cooperation with the consortium, California Colleges for International Education (CCIE), was granted a Fund for Instructional Improvement Research Grant, RFA No. 97-000 by the Chancellor's Office for the California Community Colleges. The funding was a direct result of the California Community College Board of Governors being interested in fostering international and global education at California Community Colleges. The focus of the research was to assess the current status of international and global education at California community colleges and to provide a review of the literature in an effort to help inform future policy discussions and recommendations on funding and state support for global and international education.

Looking to the Future: Report on California Community College International and Global Education Programs, acknowledges the vital importance of international and global education to California community colleges and addresses concerns and obstacles raised by literature in the field. The Report calls for a singular emphasis of support to make international and global educational programs an integral part of the academic life of California community colleges and provides recommendations to help achieve these goals.

Acknowledgments are made to the individuals on The Alliance on International/Intercultural Education Advisory Committee, without whose assistance and critical commentary this report could not have been made:

CCIE Representatives	Pablo Buckelew, Dean of Instruction, Santa Barbara City College, Robin Benedict, Study Abroad Coordinator, Mt. San Antonio College
CITD Representative	Norv Wellsfry, Dean of Instruction, Sacramento City College
NCCCCFSC Representative	John Mullen, Dean, Admissions & Records, San Mateo College
NAFSA Representative	Darrell-Keith Ogata, Director, International Education, Santa Monica College and Saeeda Wali Mohammed, Director, International Education, Orange Coast College
ICEED Representative	Eduardo Hernandez, Chancellor, Rancho Santiago District
NCAGE Representative	Carl Zachrisson, Institute for International Education
SOCCIS Representative	Carlos Haro, Assistant Dean, ISOP, UCLA
CSU International Programs	Paul Lewis, International Education, CSU Long Beach, Director

California Community Colleges Representatives:

CEOs Representative	Raghu P. Mathur, President, Irvine Valley College
CIOs Representative	Thom Armstrong, Dean of Instruction, Citrus College
Faculty Academic Senate	Edith Conn, Chair, Affirmative Action and Cultural Diversity Representative Committee
State Chancellor's Office	Lynn Miller, Dean; Vicki Warner and Juan Cruz, Project Monitors Joyce Hassan-Williams, Project Assistant
Project Administrator	Donald Culton, Director of International Education, LACCD and Executive Secretary, CCIE

Thanks also go to Lilian Mazariegos and Hanne Espinoh-Frech for their clerical and staff assistance. Finally, my love to my family for their constant support during the most difficult times of this project.

Rosalind Latiner Raby, Project Director

EXECUTIVE SUMMARY

PROJECT OVERVIEW

The focus of the funded research project, year I (1997-1998) is to assess the current status of international and global education at California community colleges and to provide a review of the literature in an effort to help inform future policy discussions and recommendations on funding and state support for international and global education. Five steps were taken to achieve this goal. The combination of results, provides an aggregate perspective on the current status of international and global education in California community colleges.

1) Creation of an Alliance on International/Intercultural Education Advisory Committee, which included representatives from eight California community college consortia/organizations, plus five representatives from the Chancellor's Office, California Community Colleges, California State University and the University of California. This committee designed the survey instrument which was used to assess international and global educational activities at all California community colleges.

2) Distribution of the California Community College International and Global Education Survey (IGE survey) to all CEOs and CIOs at California community colleges and analysis to form a foundation for an inventory of activities.

3) Analysis of the State Chancellor's Data Base to provide a system-wide interpretation of international and global education at California colleges.

4) Examination of various national and state consortia surveys and year-end reports to bring a national and regional focus to the data.

5) Evaluation of literature in the field (1990 - 1998) to produce theoretical support of the research findings.

PURPOSE

When the FII Research Grant Proposal was drafted in 1998, it was apparent that the role of community colleges was changing in California. California community colleges are trying to meet often competing demands for preparing students for continuing their education in a four-year settings as well as providing training for the work place. Research indicates that success in both areas is enhanced by obtaining international and global literacy skills, as many California community college students will be directly involved with careers that have an international and global dimension.

The newly created California Global Education Task Force (to which the Alliance Advisory Committee reports) is in the process of drafting the following working definition VISION which prescribes this learning process: "Learners engaging in developing an awareness of and shared accountability for international and global competencies, at home and abroad, preparing them for full participation in our increasingly multicultural communities."

Based on the literature review, global and international education are defined as:

> **Global Education:** Education that emphasizes similarities among world cultures and underscores the universality of experience derived from the emergence of new systems, structures, and modalities that combine economic, political and cultural characteristics

> **International Education:** Education that emphasizes the need to understand a variety of perspectives (geographic, ethnic, cultural, gender etc.) by acknowledging similarities, but also by respecting and protecting differences among multi-country diversities.

The more social life becomes influenced by the similarities of a global culture, the stronger the need becomes to identify singular forms of cultural identity. In this dialectic, both international and global dimensions exist, and hence the emphasis is on both international and global education.

PROJECT DESCRIPTION

Looking to the Future: Report on California Community College International and Global Education Programs, is divided into two sections.

Part I - International and Global Education at California Community Colleges, contains three chapters:

1. **Project Report:** comprises data from the entire project (including the 1998 International and Global Education Survey, State Chancellor's data base and national reports/surveys) to highlight the current state of international and global education at California community colleges.
2. **International and Global Education Survey:** delineates the 1998 California survey findings and provides generalizations regarding those findings.
3. **Recommendations:** based on the survey and data base research provided.

Part II - Literature Review, contains three chapters:

1. **Analysis of Current Literature in the Field.**
2. **Conclusions and Future Concerns:** based on the Literature Review.
3. **Annotated Bibliography and General References.**

Three Appendixes are included:

A. **State and National Consortia Comparisons**

B. **State Chancellor's Data Base**

C. **1998 California Community Colleges International and Global Education Survey**

CONCLUSIONS AND RECOMMENDATIONS

Looking to the Future: Report on California Community College International and Global Education Programs confirms that California community college students need to possess international and global competency skills in order to politically, economically and humanistically compete and perform in our increasingly complicated world. Furthermore, eighty-seven of the ninety-one reporting California community colleges offer at least one type of international and global education program and of those eighty-seven colleges, eighty-one offer two or more different programs. This is a vast amount of California colleges that are either directly or indirectly supporting international and global education. It is evident that California colleges are beginning to teach students to build skills that enable them to make new meanings that reconcile conflicting ideologies, perceive multiple perspectives, comprehend without bias the cultures of the world community, respect a relativity of differences, possess a deep understanding of the world and of the interrelationships that exist between different cultures through various and innovative programs. This education, empowers students with knowledge that assists them in all future endeavors.

There is a growing number of California legislative and educational policy that affirm that international and global education are no longer optional, but are integral to the success and mission of California community colleges. Those California colleges that are most successful in this field demonstrate the following:

- These concepts are thoroughly integrated in all college documentation so that a foundation emerges from which future programs can be securely funded, well staffed and maintained;
- Provisions for membership in consortia are made as a means to share information, work collaboratively and provide mutual assistance;
- Development of strategic plans for a variety of programs are drafted, which by their nature must be approved by a variety of interest groups on campus, thereby giving the programs viability and mass support.

Specifically, the success of institutionalizing international and global education throughout the college environment requires a process of systemic change that is dependent upon eight criteria:

1) **Defining Objectives:** Provide comprehensive and clear definitions and recognize the primary purpose for including these programs in the campus.

2) **Commitment/Support:** from a) Board of Trustee; b) Administrative Officers; c) Faculty; d) Faculty Senate; e) Department Chairs and, f) Staff.

3) **Strategic Direction:** provided in a) supportive policy/mission statement; master plans; annual priorities; b) curriculum/department review process and hiring practices; and c) connective tissue across the various programs.

4) **Funding:** a) initiating line item in college budget; b) working with state and local funding to legitimize use of resources and c) seeking grant funding.

5) **Specific Office:** secure, visible and financially supported office with adequate clerical assistance, budgets, and connections to other college programs.

6) **Specific Coordinator:** assign full time position to manage a variety of internal/external programs, grant-funded activities; and be college liaison to college CEO, academic and to state and national consortia.

7) **Institutionalizing Elements:** include a) hiring & tenure requirements; b) general education requirements; c) staff development; d) curricula/program design and e) library/media holdings. Also includes overcoming negative forces such as resistance to change, apathy, parochialism in educational policy structure and ethnocentric perceptions of the world that many disciplines and faculty currently display.

8) **Partnerships:** within the college, with the community, with industry, with the state and with other consortia.

When taking all the above components into consideration, it becomes evident that a clear definition is required which enhances educational philosophy, mission statements, master plans and annual priorities so that resources, opportunities and genuine support can be provided for international and global efforts. Trustee, administrative, staff and faculty support, including academic senate and department chairs, established outreach programs that provide opportunities for first-hand experiences plus a highly visible, well-managed and financed office enables community colleges to triumph over the many challenges facing international and global education.

Looking to the Future: Report on California Community College International and Global Education Programs

Project Report

Part I

International and Global Education at California Community Colleges

PROJECT REPORT

This chapter includes an analysis of data from the entire project to provide an overview of the current status of international and global education at California community colleges. Data from the following is included in this analysis: 1998 California International and Global Education Survey, Chancellor's Office of the California Community Colleges' data base, Reports/Surveys from national and thematic consortia, and the literature review. First, terms that are discussed throughout the entire report are defined, followed by a description of the various sources utilized. Next, the key findings of various aspects of international and global education as they related to the campus structure, program offerings, future plans and areas of assistance are interpreted. The chapter concludes with a discussion of future concerns, a Typology of criteria for success and general recommendations for future action.

INTRODUCTION

In the last quarter of the 20th century, the international revolution has profoundly transformed technological, political, economic, environmental, social, and cultural variables that define how countries interact. Our world has changed dramatically—borders have become fluid, culture has acquired a global dimension and economic models share similar basic orientations.

As we enter into the next century, we face an undisputed need for community colleges to cultivate adults who are competent in dealing with the complexities of our world.

It is recognized that California community colleges must take the lead in institutionalizing these competencies as part of the total college experience.

- At the core of this competency exists global and international literacy that demands the ability to make new meanings that reconcile conflicting ideologies, perceive multiple perspectives, comprehend without bias the cultures of the world community, and respect a relativity of differences. This competency requires more than simple awareness, it demands a deep understanding of the world and of interrelationships that exist between different cultures. As students gain this competency, they become empowered with knowledge that assists them in all future endeavors.
- This competency a) politically, is a pragmatic tool for national security; b) economically, is a means to promote international trade and hence a requirement to ensure a competitive edge in the world market economy; and c) humanistically, is a way to understand other languages and cultures which builds abilities for sensitivity, tolerance and peace.
- Both international and global education enable learners to transcend beyond their own knowledge base, to learn about others who are similar and to reflect on those who are different, to break barriers that restrict culturally determined values and to reconstruct their own ethnocentrisms.

- Both international and global education embody characteristics of life-long education which is essential for producing world citizens as well as local citizens who understand, participate in and take action regarding local and world politically, economic, environmental, social and cultural issues.

- The California Global Task Force working definition VISION is: Learners engaging in developing an awareness of and shared accountability for international and global competencies, at home and abroad, preparing them for full participation in our increasingly multicultural communities.

- Key national reports recognize the critical nature of the situation:
  - Commission on International Education of the American Council on Education (1984)
  - Commission on the Future of Community Colleges, Building Communities: A Vision for a New Century (1988)
  - Building the Global Community: The Next Step (1994): ACIIE/Stanley Foundation
  - Educating Americans for a World in Flux (1995): American Council on Education
  - Educating for the Global Community: A Framework for Community Colleges (1996): ACIIE/Stanley Foundation
  - Educating for Global Competence: America's Passport to the Future (1998) American Council on Education

- Recent California community college policy and mission statements revisions support the need to prepare students for their future political, economic and moral roles in society. Indeed, all stakeholders, from Trustees to students continue to confirm the importance of international and global education, even in times of fiscal difficulty.

- Despite the complete general education offered at California community colleges, to a student body that mirrors the multicultural and multiethnic mixture of the local community, a high level of international ignorance and inadequate level of knowledge regarding the interdependent world continues.

Therefore, in light of the culturally pluralistic and internationally dependent society in which we live, support for international and global education remains irrefutable today.

Defining Terms

The fields of Intercultural, Multicultural, International, and Global education exist as separate yet related entities. Confusion remains as to what these terms include and how they can work harmoniously with one another, while still recognizing that they can and do change over time, space and context. Some community college literature see global education as an umbrella term that describes a range of activities that encompass both intercultural/multicultural and international.[1] However, while encompassing, the bridging component is dubious at best and this delineation itself fails to discern real differences between the terms in question.

---

[1] *"Global education is a combination of international and intercultural education. 'International education' refers to the body of activities which engage Americans in contact with individuals and institutions outside of U.S. borders, and 'intercultural (multicultural) education' focuses on undertakings which deal with the rich diversity of cultures within the United States. Taken together, the two currents form the seamless web that many refer to as 'global.' Global competency exists when a learner is able to understand the interconnectedness of peoples and systems, to have a general knowledge of history and world events, to accept and cope with the existence of different cultural values and attitudes and to, indeed, celebrate the richness and benefits of diversity."*

- Intercultural and multicultural education stress domestic pluralism and interaction of many cultures within a domestic setting by advancing ethnic studies, foreign languages, ESL/bilingual education, and immigrant education.

- The conscious merging of intercultural and multicultural (as is done by ACIIE/Stanley Foundation publications), is done to activate stimulation rather than competition between the fields. However, within these disciplines, these terms are not viewed as concurrent. In fact, while intercultural perspectives may be found in multicultural education programs, the reverse rarely occurs.

- A schism based on a differing perception and application of intergroup relations, between multicultural, ethnic studies and international education proponents exists. Perceived and real competition for access to and control of cultural capital, lack of departmental consensus, fear of losing courses, faculty, departments and budgets, and external social pressures for fusion widens this schism.

- International and global education accent dynamics beyond borders by fostering faculty/student exchanges, study abroad, international business, international students, international development, international economic development programs and internationalizing curricula.

- Distinct dynamics exist between international and global education, whereas the former looks between nations to build multi-country perspectives, while the latter highlights universal perspectives. The 1997 CSU Task Force Report defines globalization as "the phenomenon which is occurring and which we are not really controlling," and internationalization as "the response that education is making or should be making." The evident differences between these terms does not support those who view global as a bridging term.

- In that the more social life becomes influenced by global culture standardization and homogenization, the stronger the need becomes to identify singular forms of cultural identity. In this dialectic, both international and global dimensions exist.

INTERCULTURAL EDUCATION: Education aimed at enabling all members of a learning community to respect, accept and understand cultural variations and differences that enable them to manage their own responses when interacting and communicating with culturally different others, both within and beyond defined geographic borders.

MULTICULTURAL EDUCATION: Education that highlights the rich diversity of cultures found within a defined location and gives legitimacy to cultures and perspectives that have been previously misunderstood or omitted by providing means for appreciation of that diversity.

GLOBAL EDUCATION: Education that emphasizes similarities among world cultures and underscores the universality of experience derived from the emergence of new systems, structures, and modalities that combine economic, political and cultural characteristics.

INTERNATIONAL EDUCATION: Education that emphasizes the need to understand a variety of perspectives (geographic, ethnic, cultural, gender, etc.) by acknowledging similarities, but also by respecting and protecting differences among multi-country diversities.

California community college graduates must be able to compete in a modern workforce which requires both international and global competencies.

Defining International and Global Education Programs/Activities

For the purpose of this study, the following defines programs, activities, and services that typically fall under the heading of international and global education.

- **Faculty/Staff Exchange Programs**
  Programs in which faculty, staff, and/or administrators from U.S. colleges exchange jobs for a limited amount of time with counterparts from overseas institutions. These exchanges provide a framework for academic, personal and cultural experiences. Students benefit by having the opportunity to study with a foreign educator. When families are involved, a total life experience is felt. The actual number of annual community college participants is small, but the effect on individuals is substantial upon return to their classroom and their campuses. Fulbright Exchanges are the best known vehicles for this opportunity, but colleges sometimes initiate their own exchange programs, usually for periods of less than a year. Related programs: Faculty Scholarly Exchanges.

- **International Development**
  Programs/activities that include bilateral and cooperative agreements that provide ESL, technical, vocational, occupational, language, and knowledge transfer to other countries. Emphasis is to provide resource development, training, consultation, educational services and professional development opportunities in relevant disciplines and technologies. Long-term and short-cycle business and academic agreement/programs are coordinated with an international network of participating institutions having similar interests. Some result in establishment of branch campuses. Related programs: international virtual and distance education, marketing colleges abroad; customize training for foreign delegations; supervise oversee international education initiatives and sister colleges.

- **International Economic Development**
  Programs/activities that highlight global education and services, technology deployment, continuous workforce improvement, cross-cultural training, and international trade and development. Concentrates on preparing businesses to understand national and international politics and economics, the dynamics of the world marketplace and emerging occupations being affected by world trade to strengthen economic growth and global competitiveness. Related programs include export assistance services; organize seminars/workshops and technical assistance to local businesses; Cross-Cultural Training; and International Business and Trade.

- **International Students**
  Programs and services designed to assist students from other countries pursue a course of study in the United States on foreign student or visitor visas (F-1, M-1, J-1). International students are germane to the community college mission, as they provide academic and cultural richness not found elsewhere by serving as human resources in both class discussions and student activities, and by helping to build friendships that filter into future socio-political and economic relationships. International student non-resident tuition is particularly attractive and at times

becomes a form of export education. Related programs: host family match; assist with immigration program (INS, I-20 visas etc.), coordinate academic and work scheduling; foreign student services/registration/orientation/recruitment and tutoring.

- **International Studies/Area Studies**
  Programs that highlight entire discipline efforts to internationalize curricula. Related programs include Certificates/Associate Degree Programs, in International Studies, International Business, International Communications, Ethnic Studies or in Area Studies (e.g., Pacific Rim, Latin America etc).

- **International Virtual University/International Distance Education**
  Programs/activities that use technology to provide access to a variety learning venues across national borders. Includes use of Internet in the curriculum, tele-conferencing, tele- and net-based distance learning etc. that link the world to the classroom. In order for these programs to be internationalized, they must include components that transcend beyond our national borders, i.e. incorporating students from other counties, country exchanges, importing media and perspectives from other countries etc.

- **Internationalizing Curricula**
  All disciplines (academic as well as technical) not only can, but should include international themes. Curricular modifications assist staff and students to transcend their own cultural conditioning and to become more knowledgeable about and sensitive to other cultures. Professional development activities further promote creation of new modules, classes and programs, as well as introduce innovative teaching methodologies in the classroom. Related programs include Certificate and A.A. degree programs in international studies, multicultural studies, international business, etc., Foreign Languages; Global Policy Forums; International and Area Studies; Comparative Studies etc.

- **Study Abroad**
  Programs that provide instruction by accredited faculty to community college students in foreign locations. Programs range from single-subject two-week courses for minimal credit to full semester with a full academic load with instruction in arts, foreign languages, humanities, natural and physical sciences, social sciences, and occupational fields. These programs are distinct from study tours in that they have an university accredited curriculum, provide WSCH based funding and are academic in content. Study Abroad encourages development of international understanding through participant observation and builds flexible and independent thinkers whose multicultural/bilingual skills makes them marketable job candidates. Study abroad is an investment in the future ability of the student to interact in our multicultural world.

Legislative precedents, developed during the 1990s, support the need for community colleges to produce graduates who possessed competencies that will serve a workforce whose needs are increasingly global and international, as well as to assist with immigrant workforce preparation. Some of these are:

1996 Assembly Concurrent Resolution 82 "Build Pacific Rim Studies in Higher Education"
→ AB 3142 Vasconelos → AB 899 Napolitano → SB 1809 Polanco
→ SB 1764 Torres → SB 435 Solis → SB 655 Johnston

- ***1989/1990 Basic Agenda*** highlighted a link between California's economic growth & global competitiveness and endorsed an objective to prepare students for occupations which are affected by world trade, the dynamics of the world marketplace, and the practices and potential of international business and industry.

- Growth of the California International Trade and Development Centers (CITD), underscores the ***1996/1997 Basic Agenda*** that maintains the need to develop a coherent International Education policy framework for the California Community Colleges that would strengthen California place in the global economy.

- ***1997 Global Education Initiative*** perpetuates this direction by seeking to a) improve the interface between the International Education Network system of the California Community colleges and the state's long-range plan for economic development; b) improve the ability of California community colleges to build alliances and networks with public, private and third sector entities for purpose of coordinating and leveraging resources aimed at educating Californians to function in a global economy; c) prepare Californians for occupations affected by economic globalization; d) promote the exchange of educational and instructional advances and technologies with other countries.

As we enter into the next century, comprehensive community college international and global education are no longer optional, they are integral to the success and mission of California community colleges.

In an effort to obtain a complete understanding of the state of international and global education in California Community Colleges, three forms of analysis were conducted: (1) National and State Consortia Reports/Surveys; (2) Chancellor's Office of the California Community Colleges Data Base; and (3) California International and Global Education Survey. These reports highlight the extent to which international and global diversification has occurred in California.

SOURCES

- **National and State Consortia Reports/Surveys**
  Four national reports: American Council on International/Intercultural Education (ACIIE), Community Colleges for International Development (CCID); NAFSA: Association of International Educators (NAFSA), and International/Intercultural Education (IIE). Five state reports: Northern California Advocates for Global Education (NCAGE), Northern and Central California Community Colleges Foreign Study Consortium (NCCCCFSC), Southern California Foothills Consortium (SCFC); University of California Education Abroad Program (UC EAP) and California Colleges

for International Education (CCIE). State consortia not included in this comparison are a) International Consortium for Education & Economic Development (ICEED); and b) California Centers for International Trade & Development (CITD).

- **Chancellor's Office of the California Community Colleges**
  Data Base Curriculum and Instructional Resources Division Selected Program by College (May 1998), MIS Reports (May 1998), Statewide Summary of Selected Characteristics for Academic Year 1996-1997, Student Data by Citizenship Status (May 1998) and T.O.P. Code Reports (Fall 1996 & Fall 1997), that assess the extent to which international, intercultural and multicultural education are being conducted on a state-wide basis, including number of hours offered by these programs, state-wide course enrollments, etc. Information on specific variance of International Trade/International Studies, Ethnic/Cultural Studies, Citizenship Studies, Foreign Language programs, and International Student and Immigrant Student Characteristics (age, gender, academic achievement and goal orientation) are provided. The State Chancellor's Office defines students according to their citizenship status as: 1) Permanent Residence Status - person who has been admitted to the U.S. as an immigrant, and who has acquired permanent residency status through the appropriate legal processes; 2) Temporary Resident Status - a person who has been granted status as a temporary resident under provisions of the Immigration Reform and control act of 1986; 3) Refugee Status - person admitted to the U.S. as a refugee; 4) Asylee Status - person who has been allowed to remain in the U.S after seeking asylum; and 5) Student Visa Status - person who has been admitted to the U.S. to participate in a program of academic or vocational study - F-1 (academic) or M-1 (vocational) study. Finally, a comparison of two state-wide "Study Abroad" reports, one conducted by Ronald Farland and Rita Cepeda (1989) and the other from the California Colleges for International Education Annual Report 1997-1998, conducted by Rosalind Latiner Raby (1988). These reports assess the extent to which study abroad programs have become institutionalized in numerous California community colleges over the past decade.

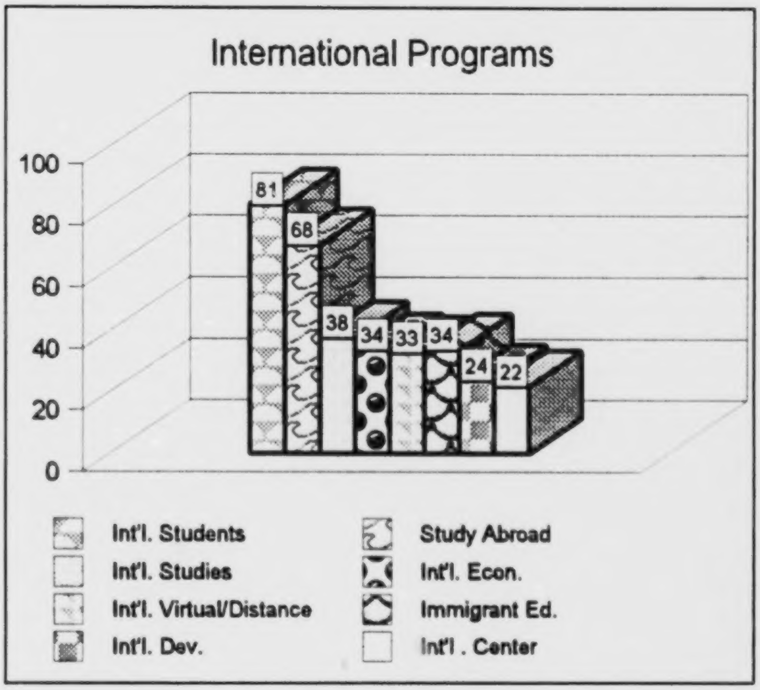
- **California International and Global Education Survey**
  Developed by the Alliance on International/Intercultural Education Advisory Committee (see Forward section for listing of committee members) to assess the current state of international and global education at California community colleges and to help inform future policy discussions and recommendations on funding for global and international education. In September, 1998, this survey was sent to all CEOs and CIOs in the state with a request coordinate and return the survey. It was asked that if a college was a member of a multi-college district to respond only to campus-based programs and that even if the college does not offer these programs to please complete the survey and return it, paying particular attention to Part II which identifies future needs. As of November 30, the survey was returned by 90% of all California community colleges (85 colleges plus 4 districts), and were completed by a variety of individuals ranging from CEOs to Public Information Officers. The bulk of the surveys were completed by deans (47%), CIOs (33%), CEOs (10%), International Education Directors (District level) (6%); International Student Advisors (6%); and by International Education Directors (College level) (6%). The analysis confirms the high level of international and global education activities/programs at California community colleges when compared to national community college studies.

PROGRAM INVENTORY

Key Findings: Campus Structure

Examined are which of the following components are offered by California community colleges and how they compare nationally.

- Which types of international and global educational programs are offered as an identified campus program (with defined coordinator);
- Institutionalization of international and global education in college documents;
- Funding sources for international and global education endeavors;
- International and global education consortia to which the college belongs.



➡ 84 California colleges (94%) offer at least one type of program with a defined coordinator.

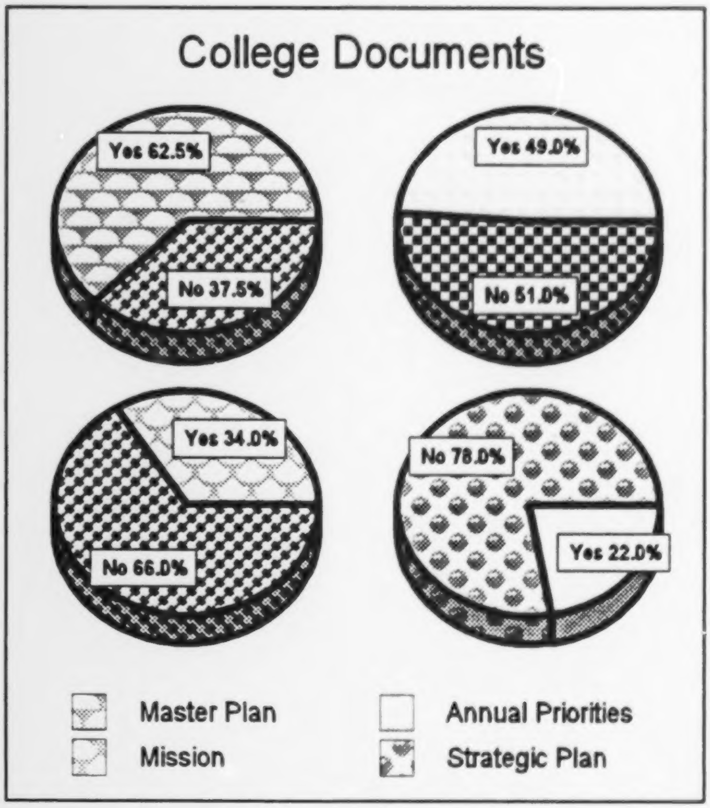
➡ **Compared to national studies, California community colleges surpass the national average in the programs offered.**

➡ Most California colleges programs have been offered for 6-10 years as compared to the national average which has programs offered for over 10 years.

➡ The three most popular California identified campus programs are: International Students (81 colleges, 90%); Study Abroad (68 colleges, 76%), and International Studies (38 colleges, 43%).

➡ The five least popular identified campus programs are: International Centers (22 college, 25%); International Development (24 colleges, 27%) International Virtual University/International Distance Education (33 colleges, 37%), International Economic Development (34 colleges, 38%); and Immigrant Education (34 colleges, 38%).

➡ It was found that all but four colleges offer at least one identified campus program and that program typically is an International Student Program. Since these programs have the potential of bringing in large amounts of tuition to the campus, this is not surprising. The second most popular identified program is Study Abroad (68 out of 90 colleges) which is not a large income producer, and at times can even cost the college money.



➡ It was found that the vast majority of California community colleges offer various programs, but seldom employ full-time people to coordinate these efforts. In fact, most coordinators either volunteer their time (with 0 FTE) or receive .5-2 FTE for their positions.

➡ Far less California colleges have full-time people employed in international education programs than the national average and the same percentage of part-time people as the national average. In addition, 25% of California colleges have part-time/volunteers working without a defined office.

In order for California community colleges to progress in the field of international and global education, more fully dedicated positions need to be created to service these programs.

➡ International and global education is mentioned in 54 (59%) colleges Master Plan; 42 colleges (48%) Annual Priorities and 37 colleges (42%) Missions.

➡ Intercultural education is mentioned in 3 colleges (4%) Master Plan;2 colleges (3%) Annual Priorities and 2 colleges (3%) Mission.

➡ Neither international, global nor intercultural education is mentioned in 33 college (37%) Master Plans; 45 college (50%) Annual Priorities and 47 college (55%) Missions.

➡ 39 colleges (43%) have International Education committees, 8 colleges belong to district committees (10%) and 49 colleges (57%) have no such committees. Most existing committees are comprised of administrators, Deans; Classified and Faculty.

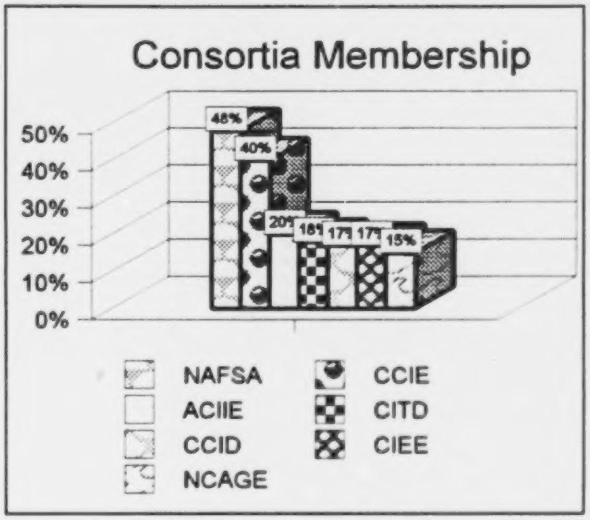
➡ It was found that less than half of all colleges had international and global education mentioned in their college documents.

➡ 29 California colleges (33%) have no membership in either national or state consortia.

In order for California community colleges to progress, these concepts must be thoroughly integrated throughout all college documentation so that foundation from which programs can be funded and maintained.

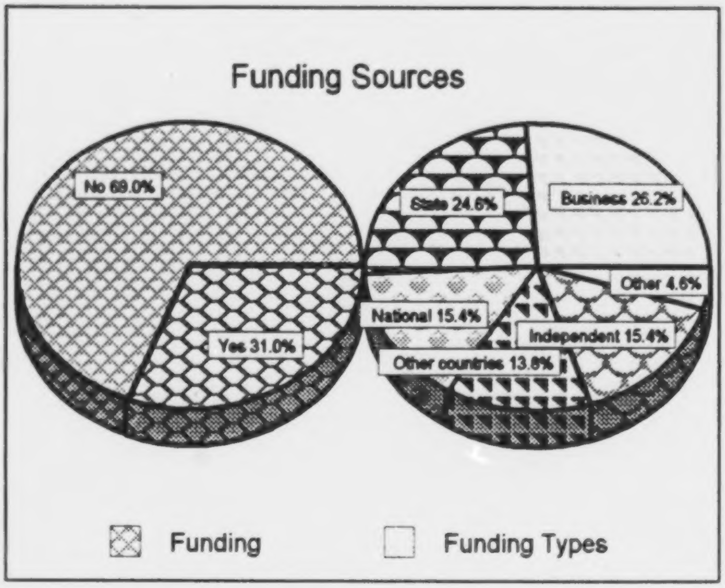
➨ 60 California colleges (68%) claim membership in at least one national or state consortia. However, there is a discrepancy in the number of California colleges that claim membership and the number of colleges that actually belong to these groups, according to the consortia:

- 43 colleges (48%) claim membership in NAFSA, yet, NAFSA reports 100 California colleges as members.
- 36 colleges (40%) claim membership in CCIE, yet, CCIE reports 58 colleges as members.
- 17 colleges (20%) claim membership in ACIIE, yet, ACIIE reports 11 colleges as members.
- 16 colleges (18%) claim membership in CITD.
- 15 colleges (17%) claim membership in CCID, yet, CCID reports 2 districts as full members and 3 colleges and 1 district as affiliate members.
- 15 colleges (17%) claim membership in CIEE.
- 13 colleges (15%) claim membership in NCAGE
- 3 colleges claim membership in NCCCCFSC and 1 college claims membership in SCFS, yet NCCCCFSC reports 25 colleges members, & SCFS reports 11 members.



➨ It was found that the more consortia to which a college belongs, the more active and supportive that college is. Not surprising, the most popular consortia is NAFSA, which correlates to the fact that almost all colleges have an international student program. The state consortia, CCIE has the second most memberships.

In order for California community colleges to progress in the field of international and global education, membership in many consortia is essential as a means to share information, work collaboratively and provide mutual assistance.



➡ 62 California colleges (69%) receive no funding to support their programs.

➡ Of the 28 California colleges (31%) that do receive funding: 14 colleges (16%) from business sources; 13 colleges (15%) receive funding from state sources; 8 colleges (9%) from national sources; 7 colleges (8%) from other countries; 8 colleges (9%) from independent sources; 2 colleges (3%) from their own district grants, from international student tuition fees; or from sister colleges contracts.

➡ In the AACC and CCID surveys, almost half of the colleges received some funding to support their programs.

➡ California colleges receive considerably less federal support that the national average.

➡ California colleges receive similar level of state support as reported in the AACC study, but considerably less state support as reported in the CCID study.

➡ California colleges receive similar support from foundations as the national average.

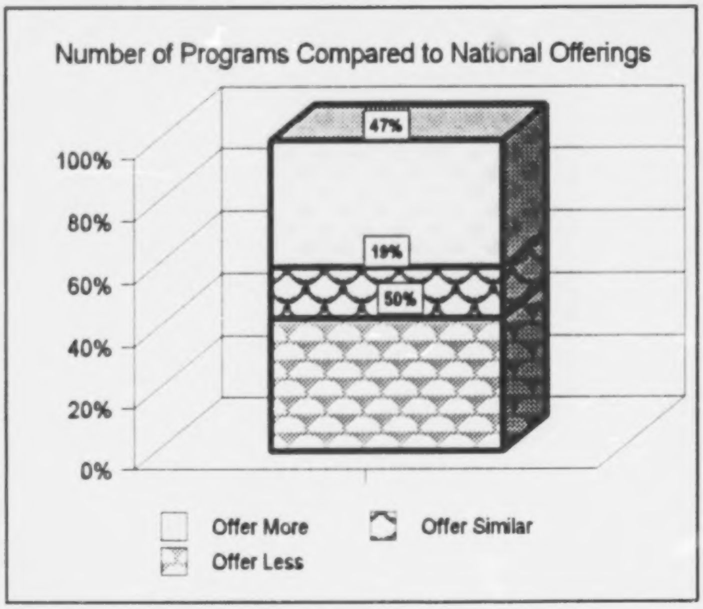
In order for California community colleges to progress in the field of international and global education, secured funding is required to increase program viability and quality.

Key Findings: Program Offerings

Examined are which of the following types of international and global education, that are not necessarily part of established programs, are offered by California community colleges, and how they compare to national studies: Community Foreign Policy Forums; Community international Celebrations; English as a Second Language; Faculty International Exchanges; Faculty Staff Development with Global Component; Faculty Study Abroad; Foreign Language Curricula (two or more); Immigrant Education; International Business Center; International Consultation; International Development; International Virtual University/International Distance Learning; International Economic Development; International Meeting Sponsor; International Sister City Programs; International Students; International Study Tours; International Training and/or Technical Assistance; Internationalizing Curricula; Project Management Abroad; Study Abroad Programs; Student Exchanges; Other International and Global Programs.

➡ It was found that California Community Colleges offer a wide range of international and global education programs that are not part of an identified college program. Only 7 colleges do not offer any such program.

➡ The eight most frequently offered California programs are: ESL (83 colleges, 93%); International Students (81 colleges, 90%); Foreign Language (68 colleges, 76%); Study Abroad (56 colleges, 63%); Study Tours (50 colleges, 56%); International Celebrations (43 colleges, 48%); Faculty Exchange (39 colleges, 44%); Immigrant Education (38 colleges, 43%).



➡ The six least frequently mentioned programs that are offered are: International Business (17 colleges, 19%); Distance Learning (16 colleges, 18%); International Faculty Development (15 colleges, 17%); International Meetings (10 colleges, 12%); International Forums (6 colleges, 7%); International Management (6 colleges, 7%); Work Abroad (2 college, 3%).

➡ A strong correlation exists between the frequency in programs being offered and the fact these programs are either strongly funded (ESL and Immigrant Education) or are programs that bring in income (International Students, Study Abroad and Study Tours).

➡ Many of the less frequently offered programs are expensive to offer (faculty study abroad), bring in little if any income (faculty development), or are new (distance learning).

➡ **California colleges offer more of the following programs than the national average:** on-campus ESL; study tours; International Business Centers; International Celebration Programs; International virtual university/international distance learning programs. Among the latter, the CCIE survey identifies that among fifty-eight reporting colleges: 5% offer long-distance education connected to study abroad programs; 20% offer long-distance general education classes; 27% use Web-pages to advertise programs; and 53% use Internet to internationalize curricula through the INMP project.

➡ **California colleges offer a similar number of the following programs to the national average:** foreign language programs; international management, and international student programs. California colleges offer a similar number of faculty study abroad programs as reported in the AACC study but considerably less than reported in the CCID study.

➡ **California colleges offer more faculty exchange programs, international training programs, and student study abroad programs than reported in the AACC but considerably less than reported in the CCID study.**

➡ **California colleges offer considerably less of the following programs than the national average:** foreign policy forum programs; international business/consultation programs; internationalizing curricula, international economic development, student exchange, sister city, and hosting international visitors.

In order for California community colleges to progress in the field of international and global education, continued variety in program offerings is essential.

Internationalizing Curricula

➡ **California colleges offer an above average number of international certificate/degree programs.**

➡ The CCIE report identifies that among the fifty-eight reporting colleges: 11% offer A.A. Degree International Studies Programs; 26% offer A. S. International Business Programs; 7% offer International Studies Certificates; 30% offer International Business Certificates; 6% offer A.A. Degree in Ethnic Studies; 4% offer A.A. Degree in Intercultural Studies; 4% offers Intercultural Studies Certificates and 1% offers Latin American Studies Certificates.

➡ May, 1998 State Chancellor's Data identifies that:
Sixty-Three programs fall under the rubric of the Ethnic Cultural Studies Program, although these programs are currently being reviewed as to their current status and operative characteristics.

- 6 colleges offer: African-American Studies, Mexican/Latin-American Studies, or Chicano Studies;
- 3 Colleges offer: Cross-Cultural Studies;
- 2 Colleges offer: Multicultural Studies, Asian-American Studies, Black Studies, or Native American (Indian) Studies;
- 1 College offers: La Raza Studies; Inter-cultural Studies (Degrees/Certificates); Cultural Pluralism; Jewish Studies; Asian Studies and Sociology Department.

➡ The T.O.P. Code for Ethnic/Cultural Studies is 2202.10. Data on this six digit number was available for how many sections were offered statewide, but did not distinguish between ethnic (multicultural education) and cultural (international) studies. Data shows a 3.5% increase from 1996-1997 in course enrollment. The lack of information is indicative of these courses being peripheral to the community college system.

➡ The T.O.P. Code for Other Social Sciences is 2299.00, which includes International, Intercultural, American and Global Studies. Data on this six digit number was not available for how many sections statewide were offered in this field, but does show a decrease of 2% from 1996-1997 in the total course enrollment in this area. Consolidating these terms under "Other Social Sciences." plus the lack of concrete information is indicative of these courses being peripheral to the community college system.

➡ The State Chancellor's Data identifies thirty programs under the rubric of International Business/ Studies. Of these, twenty-one, 69% are International Business and nine, 31% are International Studies. State Chancellor's office researchers are currently reviewing current status and operative characteristics.

- 10 colleges offer International Business Programs;
- 6 colleges offer International Trade or International Studies Programs;
- 2 colleges offer American Studies, International Business Management or Business Executive Programs;
- 1 college offers Business Operations Global Studies; International & Intercultural Studies; or International Marketing Programs;
- 7 programs (23%) are transfer programs.

➠ The T.O.P. Code for International Trade/International studies is 0509.90. Data on this six digit number was not available for how many sections statewide were offered in this field, but does show a 17% from 1996-1997 in the number of total hours offered and for course enrollment in this area. The lack of information is indicative of these courses being peripheral to the community college system.

➠ Ethnic studies programs were primarily initiated in the `70s, while most International Studies program were initiated in the `80s. 32% of Ethnic/Cultural Studies are transfer programs, while 23% of International Business/Studies are transfer programs.

➠ State Chancellor's Office data shows that almost twice as many California community colleges offer Ethnic/Cultural Studies than International Business or International Studies, and twice as many colleges offer International Business than International Studies.

➠ CCIE Annual Report cites far more International Business/International Studies programs (45 programs) than reported by MIS reports (30 programs):

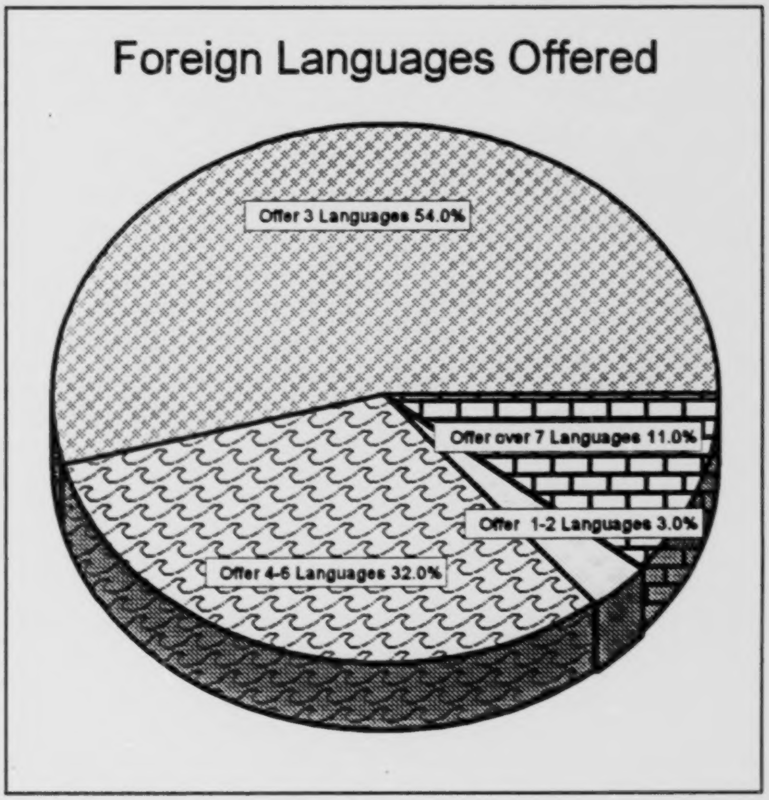
- 17 Certificate Programs and 15 A. S. Degree Programs in International Business (10 more than identified by State).
- 4 Certificate Programs and 6 A.A. Degree Programs in International Studies (2 more than identified by State).
- 1 Certificate Program and 2 A.A. Degree Programs in Intercultural Studies (3 more than identified by State) and no American Studies Degrees or Certificate Programs (State identifies 2 such programs).

➠ 32% of California colleges offer internationalizing curricula programs, which is below the national average.

➠ The State Chancellor's Data does not identify internationalized curricula, i.e. individual courses that have been modified to include internationalized modules or perspectives. The CCIE Annual Report indicates that in 1997-1998, 12 colleges identified individual revised courses that include internationalized modules.

➠ CCIE Annual report identifies that in 1998, California community college faculty participated in five domestic programs that specialize in teaching faculty how to internationalize their curriculum. 50% of the colleges sent representatives to these programs.

Foreign Language Programs



- Almost all California community colleges offer Spanish or French programs.

- German is the next popular foreign language, followed by Italian, Japanese, Russian and Chinese.

- State Chancellor's Office reports that the following languages are offered by California colleges:

98 Colleges offer Spanish; 26 Colleges offer Russian; 92 Colleges offer French; 19 Colleges offer Chinese; 73 Colleges offer German; 8 Colleges offer Latin; 35 Colleges offer Italian; 5 Colleges offer Portuguese ; 33 Colleges offer Japanese; 5 Colleges offer Vietnamese; 26 Colleges offer Russian; 1 College each offers Cambodian and Greek.

- The CCIE Annual Report, indicates that more colleges offer Cantonese, Mandarin, Arabic, Filipino, Korean, American Sign Language, Armenian, Hmong, Tagalog, Thai, Dutch, Farsi, Polish, Romanian, Swahili, Swedish and Yiddish than reported by the MIS,

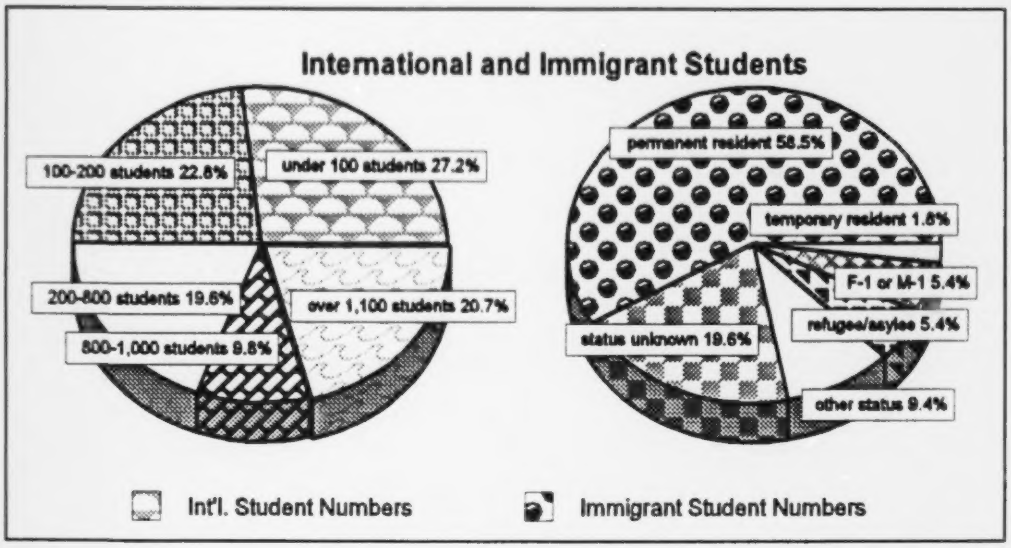
- 57 Colleges offer 3 language programs or under (54%) and that 34 Colleges offer between 4-6 language programs (32%). These numbers are above the national average.

- California Colleges offer a combined total of twenty-nine different foreign languages.

International Student Programs

- International Student Programs are the most popular form of international education at California colleges.

- The CCIE Annual Report indicates 25% of colleges have under 100 international students; 21% have 100-200 students; 18% have 200-800 students; 9% have 800-1,000 students; 19% have 1,100 - 2,250 students.



➡ 17.9% of all students are known immigrants. Of these are: permanent residents (13.1%); status unknown (4.4%); other status (2.1%); refugee or asylee (1.2%); student visa (F-1 or M-1) (5.4%) and temporary resident (.4%).

➡ California has the largest international student population of any state.

➡ International Students bring in $ 7 billion into the US economy, making education the US six largest export.

➡ In 1995-1996, the net contribution of international students and their families to California's economy was $1,340,201,512.

➡ In 1995-1996, 40,206 California jobs were created as a direct result of international student flows.

➡ Nationally, 76% of all international students are self-sponsored or fully funded by overseas sources; only 1.2% receive U.S. government primary funding.

➡ There is a total of 216,182 ESL students in California community colleges statewide.

➡ Immigrant and international students are slightly older than U.S. students, while the gender breakdown is the same.

➡ International students took more credit courses than those in the other categories and maintained a higher grade point average.

➡ Immigrant students enrolled in higher numbers in precollegiate basic skills courses.

Study Abroad Programs

- **76% of California colleges offer student study abroad programs which is above the national average.**

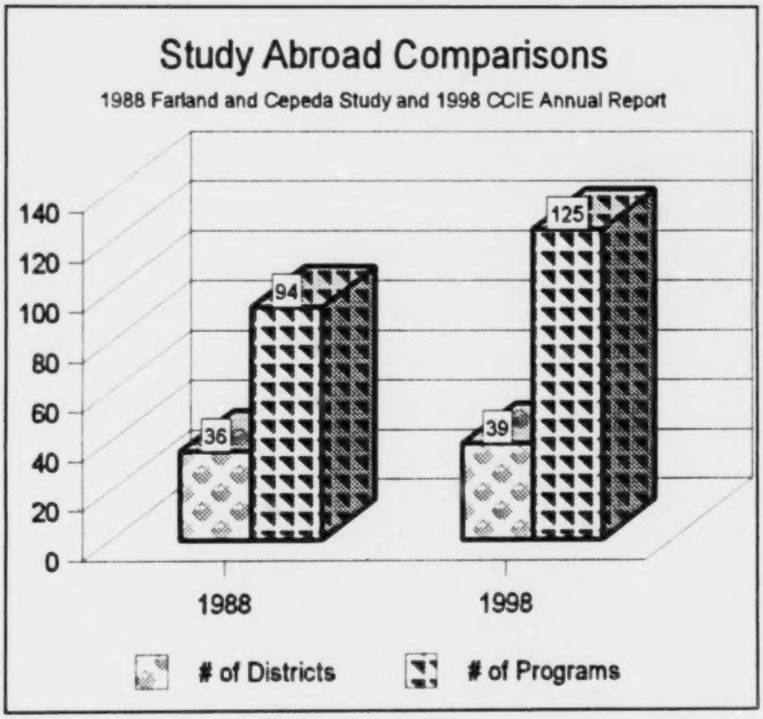
- In 1988, 94 programs were offered by 36 districts. In 1998, 125 programs were offered by 39 districts (64 summer; 7 winter/spring break; and 54 semester programs).

- 2,834 students participated in 1988 programs, and 1,800 students participated in 1998 programs, with half of the colleges reporting their numbers.

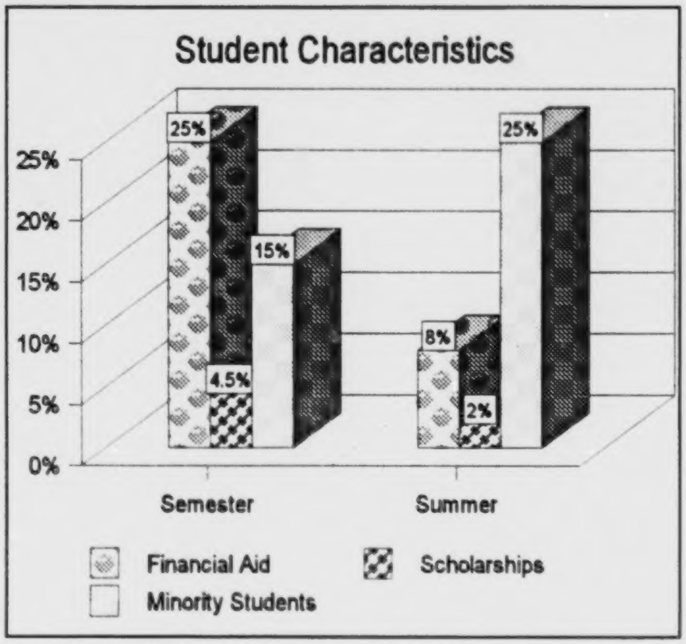
- Many regional consortia exist that solely emphasize study abroad cooperatives that have ties to a single study-abroad contractor.

- 64% of the districts reported that student selection was based upon prior completion of a specified number of units.

- In 1988, most courses offered abroad were foreign languages and humanities. In 1998, most of the courses were in humanities, with semester programs awarding the most credit to Art/Music; followed by Social Sciences and Foreign Languages; Winter/Spring Break programs awarding the most credit to Natural and Physical Sciences; and Summer programs awarding the most credit to Foreign Languages, and Natural and Physical Sciences.



- In 1988 the favorite locations were Great Britain, France and Mexico. In 1998, the favorite locations were Great Britain, Costa Rica, Italy, Mexico and France. CCIE Fall semester programs went to Europe (18), Latin America (1) and USA (1). CCIE Winter/Spring Break programs went to Europe (3), Latin America (3), and USA (1). CCIE Spring semester programs went to Europe (22) and Latin America (1). CCIE Summer programs went to Europe (24), Asia (8), Australia (1) and Latin America (21).



➡ In 1988, 12% of study abroad students were minorities, that rose, in 1998 to an average of 20% , with some colleges reporting as many as 75% minority students.

➡ An average of 25% of Semester students receive financial aid and 8% of Summer session students receive financial aid.

➡ An average of 4.5% of Semester students receive Scholarships and 2% of Summer session students receive scholarships.

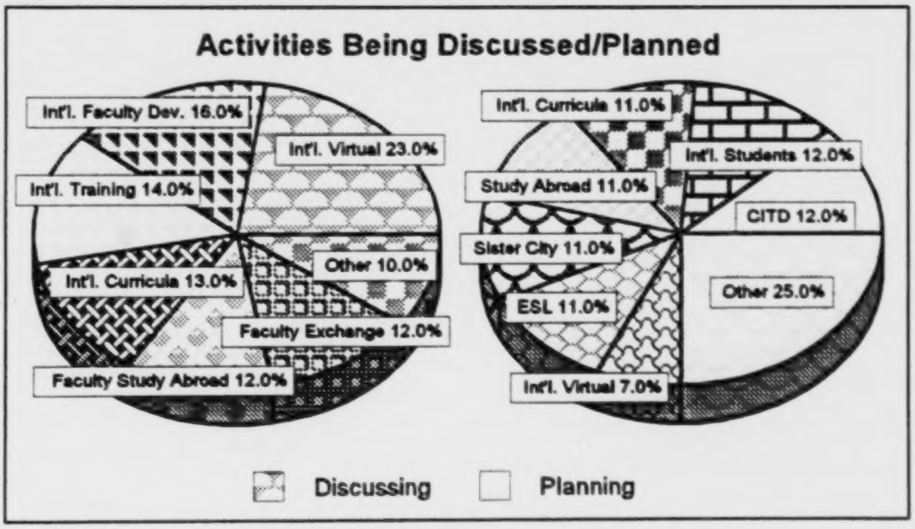
➡ Average of 15% of Semester students are minorities.

➡ Average of 25% of Summer students are minorities.

➡ California Community College transfer students are severely under represented in most University of California Education Abroad Programs.

PLANNING FOR THE FUTURE

The 1998 California International and Global Education Survey asked colleges to identify programs that are a) currently being seriously discussed for future implementation; or that are b) currently part of a formulated plan a plan of action for future implementation. Key-Findings are:



➡ 61 colleges, 68%, of all California Community Colleges are either discussing or planning to implement new programs. This extremely high amount of action indicates support for international and global education programs.

➡ Programs discussed and planned are diverse and involve both on-campus and off-campus endeavors.

➠ The most popular programs being discussed are: International Virtual/Distance Education (20 colleges, 23%); and International Faculty Development (14 colleges, 16%). The most popular programs being developed are: CITD (10 colleges, 12%); International Students (10 colleges, 12%); Internationalizing Curricula (9 colleges, 11%); Study Abroad (9 colleges, 11%); ESL (9 colleges, 11%); and Sister City (9 colleges, 11%).

➠ Only 22 colleges (25%) discussing/planning new programs have strategic plans to advance these programs.

In order for California community colleges to progress, continued development of strategic plans is necessary. These plans by their nature must be approved by a variety of interest groups on campus, thereby giving the programs viability and mass support.

Key Findings - Areas of Assistance

Respondents identified among fifteen predefined "needs," which ones they viewed as being the most important in helping their college advance international and global education. Respondents first identified all possible "needs" they felt were important and then ranked the top four of those needs.

➠ 17 (21%) colleges did not mentioned that they identified with any specific needs.

➠ The most frequently mentioned top four needs:
- Sharing Best Practices (28 colleges, 32%);
- Faculty/Staff Training (27 colleges, 30%);
- Promote international/intercultural (27 colleges, 31%),
- Leveraging State Funding (26 colleges, 29%)
- Leveraging federal funding (25 colleges, 28%),
- Statewide Publicity Support (22 colleges, 25%),
- Statewide Organizational Support (18 colleges, 21%).
- Curriculum Development (18 colleges, 21%),

➠ Among all identified needs, most frequently mentioned were:
- Sharing Best Practices (42 colleges, 47%)
- Promote International Education Programs (39 colleges, 46%)
- Leveraging State Funding (37 colleges, 42%)
- Statewide Organizational/Consortia Support (35 colleges, 39%)
- Statewide Publicity Support (34 colleges, 38%).
- Leveraging federal funding (34 colleges, 38%)
- Faculty/Staff Training (34 colleges, 38%)

➠ Among all identified needs, least frequently mentioned were:
- Institutional Administration Support (19 colleges, 22%)
- Technical Support (17 colleges, 19%)
- Liability/Legal Guidelines (15 colleges, 17%)
- Title V Regulations Revisions (14 colleges, 16%)
- Legislative Updates (12 colleges, 13%)

CONCLUSION

While many California community colleges are expanding current efforts, a number are at the very beginning stages of recognizing the importance of international and global education in their colleges.

- Despite evident progress, there are still many factors that forecast alarm.

- *Reinventing Undergraduate Education*, a new report from the Carnegie Foundation for the Advancement of teaching, compares fourteen countries and finds a heightened insularity of American collegiate education, and that American faculty as well as institutional leaders were largely uncommitted to internationalization and did not create incentives to encourage and reward change.

- Evidence of this insularity is confirmed by the California Community College International and Global Education Survey.

- National experts are predicting that two of the most popular forms of international and global education, international student and study abroad programs, may be facing future problems based on evident decline in their support and numbers.

- Nationally, study abroad programs have grown only .6% in 1996-1997 and international student program growth has slowed to under 1%. There are also predictions for even more decline in this area as we move into the next century.

California community college CEOs, CIOs, Deans, Directors of International Programs and others have identified what they perceive to be the most important needs that must be met, at some level, in order for international and global education to succeed. These needs fall into three categories:

A) **FINANCIAL** (State and National Funding);

B) **STATE SUPPORT** (Sharing Best Practices, Statewide organization/consortia support and statewide publicity support);

C) **INDIVIDUAL COLLEGE SUPPORT** (Promote international/intercultural education, Curriculum Development and Faculty/Staff Training).

International and global education are critical and integral facets of California community colleges, and the embedding of these dimensions must be secured and sustained before future growth will become evident.

Looking to the Future: Report on California Community College International and Global Education Programs

International and Global Education Survey

BEST COPY AVAILABLE

INTERNATIONAL AND GLOBAL EDUCATION SURVEY

INTRODUCTION

This chapter delineates conclusions from the 1998 California International and Global Education Survey. Four sections of the survey are highlighted: a) Campus Structure; b) Programs Offered; c) Future Offerings; and d) Areas of Assistance. Each section is divided into key findings, followed by generalizations of that topic. The chapter concludes with generalizations of the California profile with national studies.

The Alliance on International/Intercultural Education Advisory Committee (committee members are listed in the Forward section), developed a survey to assess the current state of international and global education at California community colleges and to help inform future policy discussions and recommendations on funding for global and international education. The California Community College International and Global Education Survey (IGE survey) was sent to all the CEOs and CIOs in the state with a request to assure that the survey be coordinated and returned. It was asked that if a college was a member of a multi-college district to respond only to campus-based programs and that even if the college does not offer international and global education programs/activities to please complete the survey and return it, paying particular attention to Part II which identifies future needs. As of November 14, 86 colleges plus 4 districts, a total of 90 responses with an overall return rate of 85%.

Survey's were completed by a variety of individuals in the college ranging from CEOs to Public Information Officers. 47% of the surveys were answered by deans; 33% by CIOs; 10% by CEOs; 6 % by International Education Directors (District); 6% by International Student Advisors; and 4% by International Education Directors (College). The remaining were answered by: Economic Development Coordinator; Director, Special Programs; Director, Instructional Research; Director, Enrollment Services; Director, SBEDC, Administration Officer; and Public Information Officer.

The surveys confirm the high level of international and global education activities/programs at California community colleges. The following analysis is divided into five sections: 1) Campus Structure; 2) Programs Offered; 3) Future Offerings; 4) Identified Needs for Future Development; and 5) Comparison of California's international and global education programs with other national community college studies.

AREAS OF INCONSISTENCY. Two areas of inconsistency need to be highlighted.

(1) Two survey questions asked colleges to identify program offerings. The first question asked for the name of the person(s) responsible for eight identified programs. The second question asked to identify which of 22 specific program(s) the college is currently involved. Not all colleges that identified the name of an individual responsible for a program also identified that program as currently being offered. For example, several colleges marked that their college had immigrant education, international student or study abroad programs and listed the name of the coordinator. However, under the section noted programs offered, they did not check these programs as currently being offered. There are several reasons for this inconsistency: a) error in completing the survey; b) lack of communication on campus regarding what programs actually exist; and c) some programs may have a coordinator but may not yet be actualized. Follow-up work is required to assess the current status at those colleges.

(2) Fourteen colleges returned more than one survey coordinated by different individuals. In all but one case there were wide discrepancies as to the answers received. In ten cases, the discrepancy came from people within the same college. In three cases, districts answered differently than did their responding individual colleges. Two colleges had the same individual submit two different surveys, but with completely different answers. While statistically this inconsistency deals with a small percentage of the colleges, it nonetheless, speaks to a larger issue concerning the peripheral nature of these programs and their lack of support and visibility on campus. In order to advance international and global education, it is essential to transcend beyond peripheral to integral. Follow-up work is required to assess the current status at those colleges.

CAMPUS STRUCTURE - KEY FINDINGS

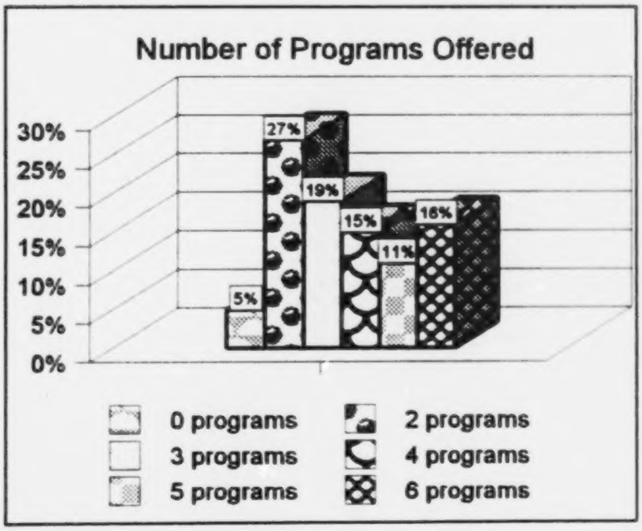
Within the campus structure, the survey identifies four components:

1) *Which of the following types of international and global educational programs are offered at California community colleges and who coordinates these programs:* International/ Intercultural/Global Education Center; International Development; International Economic Development; Immigrant Education; International Students; International Studies/Area Studies; International Virtual University/International Distance Education and Study Abroad programs.

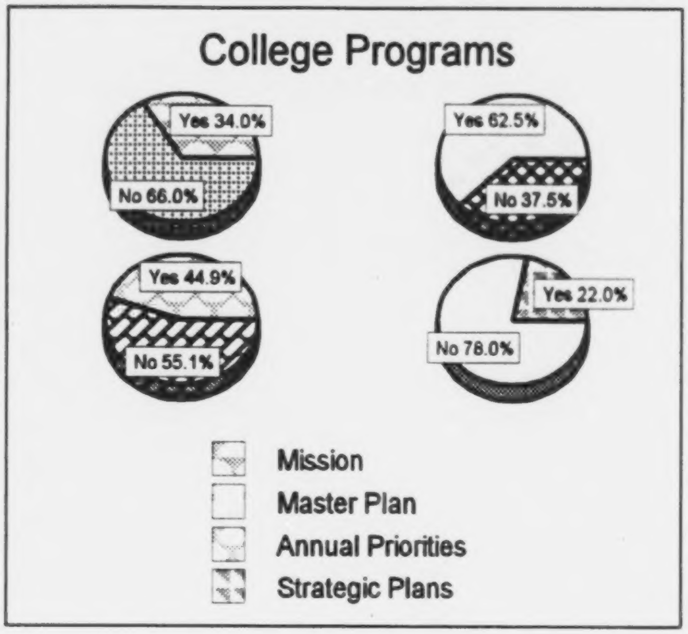
2) *Institutionalization of international and global education in college documents.* Colleges were asked if international, intercultural or global education were mentioned in their Annual Priorities, Master Plan or Mission Statements.

3) *Funding sources for international and global education endeavors.* Colleges were asked if special funding for programs came from national, state, business, independent, other country, or other sources.

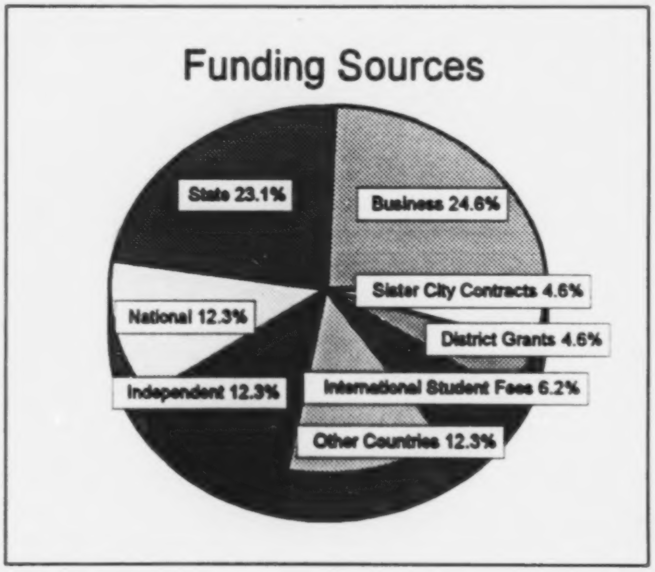
4) *International and global education consortia to which the college belongs.* The following state and national consortia were identified: Alliance for International Educational and Cultural Exchange (Alliance); American Council on International/Intercultural Education (ACIIE); California Centers for International Trade and Development (CITD); California Colleges for International Education (CCIE); Community Colleges for International Development (CCID); Council on International educational Exchange (CIEE); International Consortium for Educational and Economic Development (ICEED), Association of International Educators: NAFSA (NAFSA); Northern California Advocates for Global Education (NCAGE).



- 4 colleges (5%) do not offer any programs.
- 23 colleges (26%) offer two programs.
- 16 colleges (18%) offer three programs.
- 13 colleges (15%) offer four programs.
- 10 colleges (12%) offer five programs.
- 14 colleges (16%) offer six programs.
- Foothill College offers the most number of programs (9 programs), followed by Golden West College (8 programs).
- These programs are frequently coordinated by administrators or faculty.
- 73% of colleges devote between 0 - 2 FTE to a program coordinated by an administrator.
- 30% of colleges devote between .5 - 3 FTE to a program coordinated by a classified staff.
- 83% of colleges devote between 0 - 1.5 FTE to a program coordinated by a faculty.



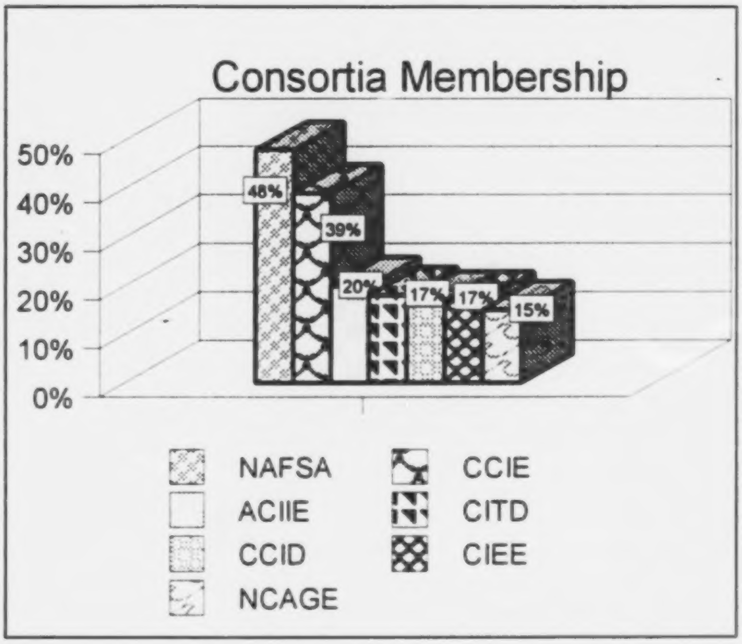
- The three most popular programs are: International Students (81 colleges, 90%); Study Abroad (68 colleges, 76%) and International Studies (38 colleges, 43%).
- The five least popular programs are: International Centers (22 college, 25%); International Development (24 colleges, 27%);International Virtual University/ International Distance Education (33 colleges, 37%), International Economic Development (34 colleges, 38%); and Immigrant Education (34 colleges, 38%),
- 37 (42%) colleges mention international and global education in their Mission; 2 colleges (3%) mention Intercultural education and 51 colleges (55%) mention nothing.
- 54 (59%) colleges mention international and global education in their Master Plan; 3 colleges (4%) mention Intercultural education and 33 colleges, (37%) do not mention it at all.
- 42 colleges (48%) mention international and global education in their Annual Priorities; 2 colleges (2%) mention Intercultural education and 45 college (50%) do not mention it at all.
- 39 colleges (43%) have International Education committees, 8 colleges (10%) belong to district committees, and 49 colleges (57%) have no committees. Of colleges that have a committee, the most frequent combination of members are: administrators, Deans; Faculty and Staff.
- 62 colleges (69%) receive no funding.
- 14 colleges (16%) receive funding from business sources.
- 13 colleges (15%) receive state funding.
- 8 colleges (9%) receive national funding.
- 8 colleges (9%) receive funding from independent sources.
- 7 colleges (8%) receive other country funding.
- 3 colleges (4%) receive funding from international student tuition fees.
- 2 colleges (3%) receive funding from their own district grants.
- 2 colleges (3%) receive funding from contracts with sister colleges.



➡29 (33%) colleges have no membership in any consortia.

➡ 61 colleges (68%) have membership in at least one national or state consortia. Of those who have a membership:

43 colleges (48%) belong to NAFSA;
36 colleges (40%) belong to CCIE;
17 colleges (20%) belong to ACIIE
16 colleges (18%) belong to CITD
15 colleges (17%) belong to CCID;
15 colleges (17%) belong to CIEE
13 colleges (15%) belong to NCAGE.



➡ Among other consortiums mentioned were two AIFS consortia: Central Valley and Citrus; and the National Association of Small Business and International Trade Educators. 2 colleges mentioned membership in each of these. Other Consortiums that were mention by a single college: AACRAO - American Association of Collegiate Registrars and Admissions Officers; Inland Empire Global Affairs Council; Inland Area Community Consortium (INS immigration liaison); NAFSA area advisory/mentoring group; LCP/Kaplan; World Trade Center (Oxnard); SDICCCA Study Abroad Consortium; Institute for International Education; and National Association of Hispanic Service Institutions, IIE, AMIDEAST, and College Consortium for Foreign Studies (CCFS).

GENERALIZATIONS REGARDING CAMPUS STRUCTURE

➡ It was found that all but four colleges offer at least one program and that program typically is an International Student Program. Since International Student programs have potential of bringing in large amounts of tuition to the campus, this is not surprising. The second most popular program is Study Abroad (68 of 90 colleges) which is not a large income producer, and at times can even cost the college money.

➡ It was found that most California community colleges offer various programs, but seldom employ full-time people to coordinate then, Coordinators either receive 0 FTE or between .2 - 1.5 FTE.

➡ In order for California community colleges to progress in this area, more fully dedicated positions need to be created to service these programs.

➡ It was found that less than a fifth of colleges receive special funding to support programs. The vast majority of programs are conducted without specific funding.

➡ In order for California community colleges to progress in the field of international and global education, secured funding is required to increase program viability and quality.

➡ It was found that less than half of all colleges had international and global education mentioned in their college documents.

➡ In order for California community colleges to progress in the field of international and global education, these concepts must be thoroughly integrated throughout the college and supported through inclusion in all college documentation so that a foundation from which programs can be built, funded and maintained will occur.

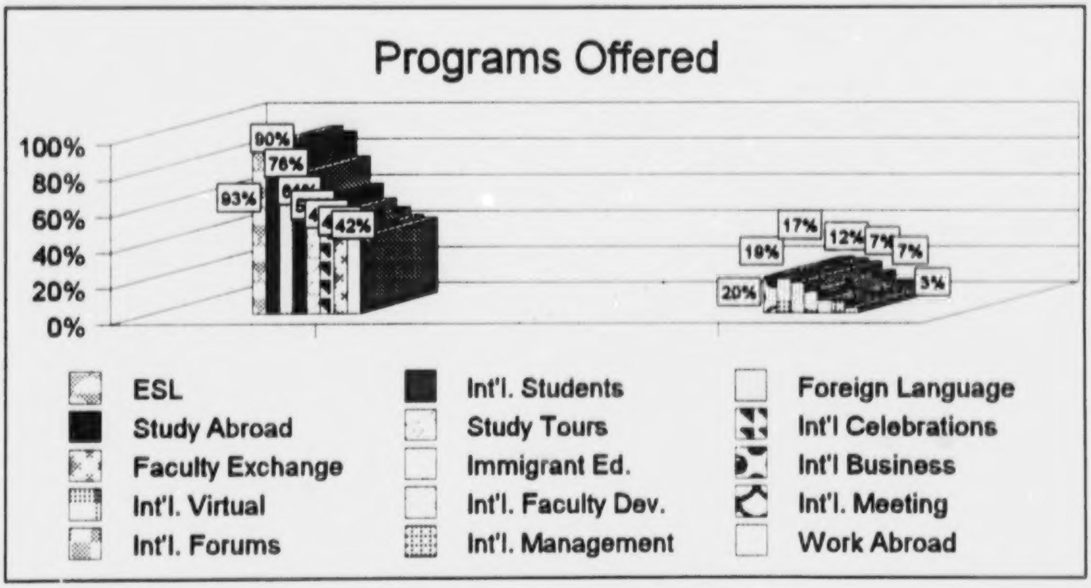
➡ It was found that the more active and supportive of international and global education, the more consortia membership. Not surprising, the most popular consortia is NAFSA, (44 out of 90 colleges belong) which correlates to the fact that almost all colleges have an international student program. The consortia with the second most memberships is CCIE (36 out of 90 colleges belong).

➡ In order for California community colleges to progress in the field of international and global education, membership in many consortia is essential as a means to share information, work collaboratively and provide mutual assistance.

PROGRAMS OFFERED - KEY FINDINGS

The survey asked colleges to identify which of the following types of international and global education they currently offer in order to create an inventory:

> Community Foreign Policy Forums; Community international Celebrations; English as a Second Language; Faculty International Exchanges; Faculty Staff Development with Global Component; Faculty Study Abroad; Foreign Language Curricula (two or more); Immigrant Education; International Business Center; International Consultation; International Development; International Virtual University/International Distance Learning; International Economic Development; International Meeting Sponsor; International Sister City Programs; International Students; International Study Tours; International Training and/or Technical Assistance; Internationalizing Curricula; Project Management Abroad; Study Abroad Programs; Student Exchanges; Other International and Global Programs.



➡ 7

colleges (8%) do not offer any of the listed international or global education programs.

- The eight most frequently mentioned programs that are offered are:
    ESL (83 colleges, 93%);
    International Students (81 colleges, 90%);
    Foreign Language (68 colleges, 76%);
    Study Abroad (56 colleges, 63%);
    Study Tours (50 colleges, 56%);
    International Celebrations (43 colleges, 48%); Faculty Exchange (39 colleges, 44%);
    Immigrant Education (38 colleges, 43%).

- The six least frequently mentioned programs that are offered are:
    International Business (17 colleges, 19%);
    Distance Learning (16 colleges, 18%); International Faculty Development (15 colleges, 17%);
    International Meetings (10 colleges, 12%); International Forums (6 colleges, 7%); International Management (6 colleges, 7%);
    Work Abroad (2 college, 3%).

GENERALIZATIONS REGARDING PROGRAMS OFFERED

- It was found that California Community Colleges offer a wide range of international and global education programs.

- The fact that only 7 out of 90 colleges do not offer any such programs is testimony to the integral role these programs have become in the community college today.

- There is a strong correlation between the frequency in programs being offered and the fact these programs are either strongly funded (ESL and Immigrant Education) or programs that bring in income (International Students, Study Abroad and Study Tours).

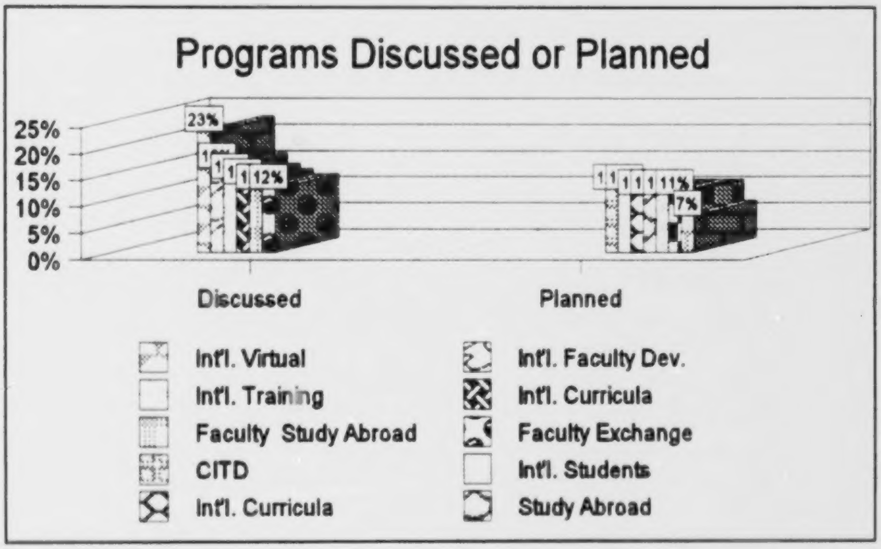
- Many of the less frequently offered programs are expensive to offer (faculty study abroad), bring in little if any income (faculty development), or are new additions (distance learning).

- In order for California community colleges to progress in the field of international and global education, continued variety in program offerings is essential.

FUTURE OFFERINGS - KEY FINDINGS

The survey asked colleges to identify which of the following types of international and global education programs are being discussed or planned for the college. If the college is seriously discussing ideas for future implementation, colleges marked Discussion Stage. If colleges have a formulated plan of action for future implementation, college checked Planning Stage:

Centers for International Trade and Development; Community Foreign Policy Forums; Community international Celebrations; English as a Second Language; Faculty International Exchanges; Faculty Staff Development with Global Component; Faculty Study Abroad; Foreign Language Curricula (two or more); Immigrant Education; International Business Center; International Consultation; International Development; International Virtual University/International Distance Learning; International Economic Development; International Meeting Sponsor; International Sister City Programs; International Students; International Study Tours; International Training and/or Technical Assistance; Internationalizing Curricula; Project Management Abroad; Study Abroad Programs; Student Exchanges; Other International and Global Programs.



➨ 61 colleges (68%) are either discussing or planning to implement new programs.

➨ 29 colleges (32%) are neither discussing nor planning to implement new programs.

➨ 22 colleges (25%) have strategic plans which define how they will advance their international and global education programs.

➨ 67 colleges (75%) have no identified plan.

➨ The most popular program that colleges are discussing about future implementation are:
International Virtual/Distance education (20 colleges, 23%);
International Faculty Development (14 colleges, 16%);
International Training (12 colleges, 14%); Internationalizing Curricula (12 colleges, 14%); Faculty Exchange (12 colleges, 14%);
Faculty Study Abroad (11 colleges, 13%);

➨ The most popular program that colleges are planning to implement are:
Planning CITD (10 colleges, 12%);
International Students (10 colleges, 12%); Internationalizing Curricula (9 colleges, 11%);
Study Abroad (9 colleges, 11%);
Sister City (9 colleges, 11%)
ESL (9 colleges, 11%);
International virtual/distance learning (6 colleges, 7%).

GENERALIZATIONS REGARDING FUTURE OFFERINGS

➡ It was found that three-quarter of the all California Community Colleges are either discussing or planning to implement new programs. This is an extremely high amount of action indicating wide support for international and global education programs.

➡ The programs that are being discussed as well as those being planned cover a wide range of program types which involve on-campus and off-campus endeavors.

➡ Only 22 of the 60 colleges that are discussing or actually implementing plans, actually have strategic plans on how to advance international and global education.

➡ In order for California community colleges to progress in the field of international and Global education, continued development of strategic plans is necessary. These plans by their nature must be approved by a variety of interest groups on campus, thereby giving the programs viability and mass support.

AREAS OF ASSISTANCE - KEY FINDINGS

Colleges were asked to identify among fifteen predefined "needs," which ones they viewed as the most important in helping their college advance international and global education. Respondents were asked to first identify all the possible "needs" they feel are important and then to rank the top four of those needs.

➡ The most frequently mentioned top four needs were:
- Sharing Best Practices (28 colleges, 32%);
- Faculty/Staff Training (27 colleges, 30%);
- Promote international/intercultural education (27 colleges, 30%),
- Leveraging State Funding (26 colleges, 29%)
- Leveraging federal funding (25 colleges, 28%),
- Statewide Publicity Support (22 colleges, 25%),
- Statewide Organizational Support (18 colleges, 21%).
- Curriculum Development (18 colleges, 21%),

➡ Among all the identified needs, the most frequently mentioned needs were:
- Sharing Best Practices (42 colleges, 47%),
- Promote International Education Programs (39 colleges, 46%),
- Leveraging State Funding (37 colleges, 42%),
- Statewide Organizational/Consortia Support (35 colleges, 39%),
- Statewide Publicity Support (34 colleges, 38%),
- Leveraging federal funding (34 colleges, 38%),
- Faculty/Staff Training (34 colleges, 38%).

➡ Among all the identified needs, the least frequently mentioned needs were:
- Institutional Administration Support (19, 22% colleges);
- Technical Support (17, 19% colleges).
- Liability/Legal Guidelines (15, 17% colleges);

- Title V Regulations Revisions (14, 16% colleges);
- Legislative Updates (12 colleges, 13%);

➡ 18 (20%) colleges did not mentioned that they identified with any specific needs.

Identified areas of future assistance also included the following topics not predefined on the survey:

1) Getting state academic senate and faculty support
2) Getting global and international competencies mandated and funded at the state level.
3) Countering Global economic collapse
4) Arranging sister campus relationships, articulation agreements and assigning of college units.
5) Building relationships in international and global education with CSUs and UCs.
6) Coordination with federal & international agencies such as the Department of Commerce, U.S. Department of Agriculture, the UN.
7) Coordinating international student program specifics: a) college/state/federal support; b) types of recruitment; c) in-house evaluation of foreign credentials; d) orientation, housing, community support, alumni association overseas, J-1 (exchange visitor program) and staff knowledge re INS, SSN, DOL, USIA regs as they apply to non-resident aliens.

GENERALIZATIONS REGARDING AREAS OF ASSISTANCE

It was found that the successful programs have the following components:

1) **FINANCIAL** (State and National Funding);
2) **STATE SUPPORT** (Sharing Best Practices, Statewide organization/consortia support and statewide publicity support)
3) **INDIVIDUAL COLLEGE SUPPORT** (Faculty/Staff Training; Promote international/intercultural education; Curriculum Development)

In order for California community colleges to progress in the field of international and global education, these three categories must be met at some level.

GENERALIZATIONS - COMPARISONS WITH NATIONAL STUDIES

➡ The percentage of colleges offering some form of international education is comparable among all studies.

➡ 25% of California people work in international education programs as either part-time or volunteers without a defined office. There is no comparison at the national level.

➡ California colleges receive considerably less federal support that the national average, but levels of support from foundations.

➡ California colleges receive similar level of state support as reported in the AACC study but considerably less state support as reported in the CCID study.

➡ California colleges offer similar number of international student programs as the national average.

➡ California colleges offer notably less internationalizing curricula programs than the national average.

➡ California colleges offer more International Virtual University and/or International Distance Education programs than the national average. However, the California study showed less colleges operating these programs than did the CCIE survey of similar colleges.

➡ California colleges offer more ESL programs than the national average.

➡ California colleges offer a similar number of foreign language programs as the national average.

➡ California colleges offer more faculty exchange programs than reported in the AACC but less than reported in the CCID study, even with the 1998 survey showing twice as many of the programs than reported in the CCIE survey.

➡ California colleges offer similar number of faculty study abroad programs as reported in the AACC study but considerably less than reported in the CCID study.

➡ California colleges offer considerably less student exchanges than the national average.

➡ California colleges offer more student study abroad programs than reported in the AACC study but less than reported in the CCID study. However, the California study reported less colleges operating these programs than did the CCIE survey of similar colleges.

➡ California colleges offer considerably more study tours than the national average.

➡ California colleges offer more international celebration programs than the national average. However, the California study reported twice as many offerings than did the CCIE survey of similar colleges.

➡ California colleges offer less foreign policy forum programs than the national average.

➡ California colleges offer less international business programs than the national average.

➡ California colleges offer less international consultation programs than the national average.

➡ California colleges offer similar number of international management programs as the national average.

➡ California colleges offer less international economic development programs as the national average.

➡ California colleges offer considerably less sister city colleges than the national average.

➡ California colleges offer more international business centers than the national average.

➡ California colleges offer more international training programs than reported in the AACC study but considerably less than reported in the CCID study.

GENERAL COMPARISONS

In order to place the California Survey in perspective with other existing surveys, a limited comparison is made to the AACC, CCID and CCIE 1996 surveys that were discussed in Chapter 1 and that are detailed in Appendix A.

	California	AACC	CCID	CCIE
Membership Inconsistencies	15 colleges claim CCID membership and 17 claim ACIIE membership	11 Calif. colleges are members of ACIIE	2 full and 4 affiliate Calif. colleges are members	
Offer some form of International Education	96%	80%	86%	100%
Federal Support	9%	20%	43%	NA
State Support	15%	14%	47%	NA
Foundation Support	17%	12%	NA	NA
International Students	90%	80%	97%	99%
International Curricula	21%	79%	90%	90%
International Distance	18%	6.4%	NA	35%
ESL	93%	63%	90%	NA
Foreign Languages	76%	64%	81%	100%
Faculty Exchange	43%	26%	63%	22%
Faculty Study Abroad	20%	18%	81%	NA
Student Exchanges	6%	19%	19%	NA
Student Study Abroad	62%	36%	68%	80%
Study Tours	53%	24%	NA	NA
International Celebrations	48%	31%	NA	22%
Foreign Policy Forums	6%	9%	NA	7%
International Business	19%	27%	27%	36%
International Consultation	6%	12%	NA	10%
International Management	6%	4%	NA	10%
International Economic Development	22%	NA	34%	NA
Sister Colleges	22%	NA	74%	24%
International Business Center	20%	10%	NA	10%
International Training	27%	17%	67%	17%

LIST OF CALIFORNIA COLLEGES THAT COMPLETED THE IGE SURVEY

Allan Hancock
American River
Bakersfield
Barstow
Cabrillo
Cerritos
Chabot
Chaffey
Citrus
Coastline
College of the Canyons
College of the Desert
Columbia
Compton
Consumnes River
Contra Costa
Crafton Hills
Cuesta
Cypress
DeAnza
Diablo Valley
El Camino
ELAC
Feather River
Foothill
Fullerton
Gavilan
Glendale
Golden West
Grossmont
Hartnell
Imperical CCD
Irvine Valley
LACC
LAHC
Lake Tahoe
LAMC
LAPC
Las Positas
Lassen
LAVC
Long Beach
Los Medanos
Marin
Mendocino-Lake CCD
Merritt
Mira Costa
Mission
Modesto
Monterey Pen.
Moorpark
Mt. San Antonio
Napa Valley
Orange Coast
Oxnard
Palo Verde CCD
Palo Verde
Palomar
Pasadena
Peralta District
Porterville
Rancho Santiago
Redwoods
Reedley
Rio Hondo
Riverside
S.D. Continuing Ed Centers-ECC
Sacramento City
San Mateo
San Diego Mesa
San Joaquin Delta
San Bernardino Valley
San Diego City
San Diego Miramar
San Francisco
Santa Monica
Santa Barbara
Santa Rosa
Sequoias
Shasta
Sierra
Siskiyous
Skyline
Solano
Southwestern
Taft
Ventura
Victor Valley
Vista
West Hills
Yuba

Looking to the Future: Report on California Community College International and Global Education Programs

Recommendations

BEST COPY AVAILABLE

RECOMMENDATIONS

This chapter provides recommendations based on the survey and related research.

According to the findings of the 1998 California International and Global Education Survey (IGE Survey), a large number of California community colleges either directly or indirectly support international and global education. The IGE Survey did not ask questions that would provide information on quality of programs nor on the commitment to these programs. Therefore, the extent to which these programs have become institutionalized on the campus remains to be seen.

The primary recommendation from this report, therefore is continuation of research for year two based on delineating program details and assessing the quality and institutionalization capabilities of existing programs.

A Typology of Criteria for Success defines components that are essential for thriving community college international and global education programs. The findings of the IGE Survey confirm that these components as indeed, consider critical for successful future endeavors. Future research and deliberation of the following eight criteria are therefore recommended:

1. **DEFINE OBJECTIVES:** provide comprehensive and clear definitions and recognize the primary purpose for including these programs in the campus.

   Assessment: A clear definition is being formulated by the Global Education Taskforce and dialogue regarding the various facets of international and global education are being planned.

   Recommendation: Share established definitions and vision statements, at the college as well as state levels, through an International and Global Education Clearinghouse and Web-Site.

2. **COMMITMENT/SUPPORT:** from a) Board of Trustee; b) Administrative Officers; c) faculty; d) faculty senate; e) department chairs; and f) staff.

   Assessment: The IGE survey did not ask questions that would provide data in this area, but these questions will be included in future research projects. However, the CCIE 1997-1998 Annual Report (which had responses from fifty-four community colleges) did ask about levels of support and indicates the following: 7 colleges, 13% indicate support from Board of Trustees; 11 colleges, 21% indicate support from CEOs; 16 colleges, 30% indicate support from College Administration; 13 colleges, 25% indicate support from Faculty; 24 colleges, 45% indicate support in the form of the existence of operational programs 12 colleges, 23% indicate support in the form of the existence of release time; 8 colleges, 15% indicate support in the form of the existence of salaried positions; 10 colleges, 20% indicate support in the form of membership in other consortia.

Recommendation: Include this and related questions in future research. In addition, work with various interest groups to inform about international and global education activities and possibilities.

3. **STRATEGIC DIRECTION:** provided in: a) supportive policy/mission statements, master plans; annual priorities; b) curriculum/department review process and hiring practices; and c) connective tissue across the various programs.

Assessment: The IGE survey indicates: a) 62% of colleges mention international and global education in their Master Plan and an additional 4% mention intercultural education in their Master Plan; b) 48% mention international and global education in their Annual Priorities and an additional 3% mention intercultural education in their Annual Priorities; c) 41% of colleges mention international and global education in their Missions and an additional 3% mention intercultural education in their Missions; d) 26% of colleges have defined strategic plans for international and global education. These low numbers, especially for strategic direction are not indicative of institutionalization and points to much room for improvement.

Recommendation: Work with various interest groups to inform about international and global education and specifically to incorporate these items into strategic direction plans and documents. Use the International and Global Education Clearinghouse/Web-Site to supply information to support this work.

4. **FUNDING:** a) initiating line item in college budget; b) working with state and local funding to legitimize use of resources; and c) seeking grant funding.

Assessment: The IGE survey indicates the following: 58 colleges (69%) receive no funding. Of those colleges that do receive funding: 14 colleges, 17% receive funding from business sources; 13 colleges, 16% receive funding from state sources; 8 colleges, 10% receive funding from national sources; 7 colleges, 9% receive funding from other countries; 7 colleges, 9% receive funding from independent sources; 2 colleges, 3% receive funding from their own district grants, from international student tuition fees; and from contracts with sister colleges.

Recommendation: Work with various interest groups to inform about international and global education and specifically to articulate the need for these programs to be securely funded.

5. **SPECIFIC OFFICE:** secure, visible and financially supported office with adequate clerical assistance, budgets, and connections to other college programs.

   Assessment: The IGE survey only asked if an identified program with a designated coordinator existed, but did not ask any specifics regarding that office, but will be included in future research projects.

   Recommendation: Include questions regarding this component in future research and to encourage a creation of specific office on each campus.

6. **SPECIFIC COORDINATOR:** assign full time position to manage a variety of internal/external programs, grant-funded activities; and be college liaison to college CEO, academic and to state and national consortia.

   Assessment: The IGE survey asked for the amount of FTE given to coordinators, because that gives some evidence as to the importance attached by the college to these programs. Those individuals in charge of specific international and global education programs, are primarily administrators or faculty who have no FTE given, or are provided with between 1 - 2 FTE. Most classified coordinators received between 1-1.5 FTE. The CCIE Report confers that 24% of member colleges have full-time people working in established international education offices; 26% of colleges have part-time people working in established international education offices; 9% of colleges have part-time people working with no defined offices; and 11% have volunteers working with no defined international education office.

   Both reports find that the vast majority of California community colleges offer a wide variety of programs, but seldom employ full-time people to coordinate these efforts.

   Recommendation: Include questions regarding this component in future research. In addition, work with various interest groups to procure positions that will support and enhance current and future international and global education endeavors.

7. **INSTITUTIONALIZING ELEMENTS:** include a) hiring & tenure requirements, b) general education requirements; c) staff development; d) curricula/programs design; & e) library/media holdings. Also includes overcoming negative forces such as resistance to change, apathy, parochialism in educational policy structure and ethnocentric perceptions of the world that many disciplines and faculty currently display.

   Assessment: The FGE survey only asked which programs are currently offered, not the depth and frequency in which they are offered. That information will be asked in future research. However, the potential for institutionalization becomes evident when examining the number of programs offered: 83 California community colleges, 97% offer at least one type of international and global education program. Only 3 colleges responding to the survey indicated that they do not offer any form of international or global education. Most colleges have either 2 programs (23 colleges) or 3 programs (16 colleges), with some as many as eight or nine programs. The most popular international and global education program is: International Students, offered by 90% of the colleges; Study Abroad, offered by 76% of the colleges and International Studies Programs, offered by 40% of the colleges. The least popular international and global education program is: International Centers offered by 23 % of the colleges; International Development offered by 27% of the colleges and International Economic Development programs offered by 36 % of the colleges.

It can be assessed that even the least popular program is offered at a nearly quarter of all the colleges in the state.

Recommendation: Include this and related questions in future research. Work with various interest groups to get international and global education into strategic direction plans and documents. Use the International and Global Education Clearinghouse/Web-Site to supply information to support this work.

8. **PARTNERSHIPS:** within the college, with the community, with industry, with the state, and with other consortia.

Assessment: The IGE survey indicates that 32% of the colleges have no membership in national or state consortia while 69% have membership in at least one national or state consortia was found that the more active and supportive a college is, the more consortia the college has membership. Not surprising, the most popular consortia is NAFSA, which correlates to the fact that almost all colleges have an international student program. The consortia with the second most memberships is the state consortia, CCIE.

Recommendation: Include this and related questions in future research. In addition, provide support for other consortia membership through the International and Global Education Clearinghouse/Web-site.

SPECIFIC RECOMMENDATIONS

Based on the research conducted, the following recommendation can be made.

- **Recognition that as we enter into the next century, comprehensive community college international and global education remains not only essential but critical. These programs are no longer optional, but integral to the success and mission of community colleges nationwide.**

- **Investment in international and global education is an investment in prevention of ignorance.**

- **Facilitate dialog that will increase individual college support in the form of support from Trustees, administration, faculty and staff, and increase funding for visible and well staffed offices, with more fully dedicated positions to service these programs.**

- **Increase state support in the form of a state-wide consortium that serves as a clearinghouse for publicity, sharing best practices, consultation, technical assistance, etc. This support includes the financing of a clearinghouse/web-page and newsletter that can help coordinate these efforts.**

- **Need for more in-depth research to determine precisely what each college is doing and to begin to assess the elements of success in this effort**

The IGE survey indicates that the programs in which colleges are currently discussing to implement or are planning to implement are: CITD; ESL; faculty development, faculty exchange; faculty study abroad, internationalizing curricula; international students; international training; international virtual university/ international distance education; study abroad. These are the programs that should receive initial assistance in terms of financial and consultation support.

Looking to the Future:

Report on California Community College International and Global Education Programs

Part II

Literature Review

BEST COPY AVAILABLE

Looking to the Future: Report on California Community College International and Global Education Programs

Analysis of Current Literature in the Field

BEST COPY AVAILABLE

ANALYSIS OF CURRENT LITERATURE IN THE FIELD

This chapter provides an overview of literature in the field of community college international and global education. First, international and global competencies are defined. Secondly, various terms that are utilized in the report are defined and discussed in detail. Finally a community college global and international education paradigm is outlined.

INTRODUCTION

In the last quarter of the 20th century, the international revolution has profoundly transformed technological, political, economic, environmental, social and cultural variables that define how countries interact. Our world has changed dramatically—orders have become fluid, culture has acquired a global dimension and economic models share similar basic orientations. As we enter into the next century, we face intensifying globalization of knowledge, culture, politics and technologies. Precisely how the dynamics of globalization and internationalization affect California's community colleges is the issue at hand.

There is an undisputed need for community colleges to cultivate adults who are competent in dealing with the complexities of our world, because "our society needs education and understanding about the world as never before because its complexities and interrelationships, economically, socially, and politically are even more dramatic and manifest than they were during the Cold War".[1] At the foundation of this competency exists global and international literacy skills which demand the ability to make new meanings that reconcile conflicting ideologies, perceive multiple perspectives and respect a relativity of differences. This competency is at the root of community college courses and experiences, for transfer as well as for non-transfer students. For transfer students, there is no guarantee that their upper division courses will provide them with the necessary competency skills and for non-transfer students, the only introduction to these experiences is through education obtained at the community college.

Despite the complete general education offered at California community colleges, to a student body that mirrors the multicultural and multiethnic mixture of the local community, our students's "ignorance of world cultures and languages represent a threat to our ability to remain a world leader"[2]. Indeed, this high level of international ignorance and inadequate level of knowledge regarding the interdependent world has plagued U.S. political, business and educational leaders for decades.

There are three rationales that depict why community colleges promote international and global education. The political rationale, born during the cold war and sustained in the post-cold war era, perceives these programs as a pragmatic tool for national security. Since the late 1980s and the end of the cold-war, the economic rationale recognizes these programs as a means to promote international trade and hence as a requirement to ensure a competitive edge in the world market economy. Finally, throughout the decades, the humanist rationale promotes these programs to understand other languages and cultures which eventually contribute toward the building of tolerance and peace. While these rationales differ in emphasis, they all highlight the importance of international and global education as a critical part of the American community college experience. In recognizing the critical nature of the situation, the Commission on International Education of the American Council on Education, in 1984, reported that "international education programs are no longer optional for community colleges, they have become integral."[3] These words were reiterated in the report of the Commission on the Future of Community Colleges, Building Communities: A Vision for a New Century (1988), and again at the November, 1994 American Council on International Intercultural Education/Stanley Foundation Leadership Retreat "Building the Global Community: The Next Step.

Concerns that students are unable to deal with various contemporary global agendas have led to the development of specific conditions mandating colleges to educate competent citizens who possess special skills demanded by the international frontier. Despite an almost inbred provincialism that counters growth, international and global education continue to make tremendous strides in California community colleges. Recent revisions of community college policy and mission statements support the perceived need that colleges must prepare students for their future political, economic and moral roles in society. Indeed, all stakeholders, from Trustees to students continue to confirm the importance of international and global education, even in times of fiscal difficulty. In light of the culturally pluralistic and internationally dependent society in which we live, support for international and global education remains irrefutable today.

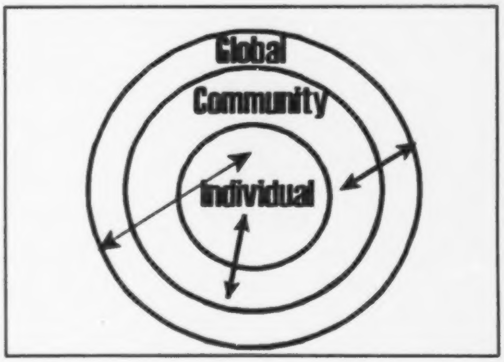
INTERNATIONAL AND MULTICULTURAL COMPETENCY

At the dawn of the 21st century, it is recognized that in order for California community colleges must take the lead in institutionalizing international and global education as part of the total college experience. Students must understand, without bias, the histories, goals and values, i.e. the cultures of the world community. This competency requires more than simple awareness, it demands a deep understanding of the world and of the interrelationships that exist between different cultures:

> where people begin to think in international and intercultural terms; where differences in response can be anticipated and understood merely as differences and not as right and wrong reactions; where one is constantly conscious of the different meanings and interpretations of the same words and expressions by people whose minds are conditioned by other languages.[4]

As students gain this competency, they become empowered with knowledge that assists them in all future endeavors. International and global competency impacts three interconnected levels: individual, community/societal, and global as depicted by the following Figure.[1]

Individual Level



The community college exists as an important yet often untapped educational source for establishing international and global competency in a wide range of individuals. Educating the individual, be it student, teacher, staff, administrator or trustee, is the foundation upon which this competency is built. As individuals participate in various international and global education programs, they experience personal growth, which increases their own level of competency and which, in turn, affects their relationships with colleagues and with students. When entire disciplines become internationalized, even greater numbers of students are affected. The permanent multicultural community which feeds and services California community colleges forces expansion beyond provincialism and demands programs relevant to contemporary needs. An escalating dichotomy is evident as the increasingly female and minority community college student body neither reflects curricular reform, nor college faculty, who remain predominantly white males.[5]

---

[1] *Copied from Raby and Tarrow (1996)*

Community/Societal Level

Community colleges are designed to meet community needs. The concept of the local/regional community has broadened since first applied by Hollinshead (1936). For the community of today must respond to increasing ethnic variations and to a socio-economic and political milieu that is both international and global in nature. Community colleges serve their communities by producing graduates a) economically skilled to work in a global market and who can compete in new global contexts; b) politically empowered to participate as informed citizens, who are sensitive to issues of local, national and international importance; and c) morally adept to enhance our diverse society by maintaining empathetic and cohesive relationships, by working successfully with different ethnic groups, and by forming the foundation upon which a thriving community can exist.

There is a direct correlation between the type of international and global education initiated at a college and the immediate communities that support that college. New majors, courses and extra-curricular activities reflect international and global trends supported by the community itself. Intensive English language programs flourish as colleges accommodate refugees, immigrant, migrant and international students, all of whom are members of the community. The presence of foreign-born and international students reflect larger ethnic populations living near colleges. Multiethnic communities support local business constituencies which often have international connections. The popularity of ethnic studies, multicultural, intercultural, international and global studies and international business reflect the need for students to learn about different cultures so that they can assist in building a more harmonious and economically prosperous community.

Global Level

Rapid technological, global tele-communications and globalized economy, impact the way business is conducted, the manner in which political events are conceived and interpreted, and the manner in which popular culture is formed. Increasingly, national and international socio-economic, security, and environmental policies not only affect others (including local communities), but are influenced by them as well. When compared nationally, California community colleges have the largest numbers of international students and send the most domestic students abroad. These first-hand experiences affect not only the individual, but the college itself, as future endeavors are solidified, which in turn, establishes dynamic bonds between the college and the global community.

Academic integrity requires that all academic and technical college courses present updated and accurate information which is incomplete without reference to international and global interrelationships. Ignoring these relationships not only limits the quality of information but reflects irresponsible education. The global and international dimension "strengthen the social fabric of our multicultural society. . .To assume greater sense of social responsibility and conscience."[6] Pedagogically, it is indefensible to not prepare community college students to live, work and transact in our global environment.

DEFINING TERMS: INTERNATIONAL AND GLOBAL EDUCATION

The fields of Intercultural, Multicultural, International, and Global education exist as separate entities in academic literature. Despite recent advancements in these fields, confusion remains as to what these terms include and how they can work harmoniously with one another, while still recognizing that they can and do change over time, space and context. Many college administrators and faculty still need to be reminded that international and global education is more than just a way for selected faculty to travel abroad. This perception is not only narrow but potentially harmful for future endeavors.

Some community college literature, such as the ACIIE/Stanley Foundation, defines global education as an umbrella term that describes a range of activities that encompass both intercultural/multicultural and international education.

> *"Global education is a combination of international and intercultural education. `International education' refers to the body of activities which engage Americans in contact with individuals and institutions outside of U.S. borders, and `intercultural (multicultural) education' focuses on undertakings which deal with the rich diversity of cultures within the United States. Taken together, the two currents form the seamless web that many refer to as `global.' Global competency exists when a learner is able to understand the interconnectedness of peoples and systems, to have a general knowledge of history and world events, to accept and cope with the existence of different cultural values and attitudes and to, indeed, celebrate the richness and benefits of diversity."*

While encompassing, however, this definition fails to delineate the real differences between the terms in question. The depiction of a) intercultural and multicultural as synonymous terms and b) international education as a sub-part of global education, is dubious at best. Among most higher education institutions, intercultural and multicultural exist as separate fields, with little overlap between them[7]. Furthermore, there exists increasing realization of the distinct dynamics between international and global and prevailing interpretations view them as co-functions, as "education for interdependency, global competency and internationalization have been almost universally accepted as new imperative by America's higher education establishment"[8]. Nonetheless, conceptual similarities exist, as all these terms share the goal to accelerate knowledge about and encourage cross-cultural communication to enhance cultural, ethnic, class and gender relationships among divergent groups.

In community college literature, two distinct yet related disciplines have emerged: a) intercultural and multicultural studies/programs; and b) international and global studies/programs. Intercultural and multicultural stresses domestic pluralism and interaction of many cultures within a domestic setting by advancing ethnic studies, foreign languages, ESL/bilingual education, and immigrant education. International and global education accent dynamics beyond borders by fostering faculty/student exchanges, study abroad, international students, internationalizing curricula, international business, international development and international economic development programs.

The following provides a concise definition of each term, followed by a detailed and comprehensive definition as supported by the literature in the field. Finally, there is a discussion on the expanding dynamics between these terms.

INTERCULTURAL EDUCATION: Education aimed at enabling all members of a learning community to respect, accept and understand cultural variations and differences that enable them to manage their own responses when interacting and communicating with culturally different others, both within and beyond defined geographic borders.

GLOBAL EDUCATION: Education that emphasizes similarities among world cultures and underscores the universality of experience derived from the emergence of new systems, structures, and modalities that combine economic, political and cultural characteristics.

MULTICULTURAL EDUCATION: Education that highlights the rich diversity of cultures found within a defined location and gives legitimacy to cultures and perspectives that have been previously misunderstood or omitted by providing means for appreciation of that diversity.

INTERNATIONAL EDUCATION: Education that emphasizes the need to understand a variety of perspectives (geographic, ethnic, cultural, gender, etc.) by acknowledging similarities, but also by respecting and protecting differences among multi-country diversities.

DISCUSSION OF TERMS

INTERCULTURAL EDUCATION: *Education aimed at enabling all members of a learning community to respect, accept and understand cultural variations and differences that enable them to manage their own responses when interacting and communicating with culturally different others, both within and beyond defined geographic borders.* Intercultural Education highlights a notably specialized form of instruction that is designed to prepare people to live and work effectively in cultures other than their own. The act of communicating and interacting with culturally different others is psychologically intense. The process of making the dissimilar familiar causes the intercultural experience to be highly emotional and profoundly challenging. Pedagogy that utilized intercultural methods becomes, therefore, radically different from traditional instructional practices. Intercultural education is aimed at helping learners develop culture-learning skills that will enable them to manage their own emotional responses. The intercultural process incorporates cognitive, behavioral and affective forms of learning into its structure[9].

The application of intercultural education in California community colleges is in the form of intercultural communication classes/programs; content of international business courses; linkages with international student programs; effective communication with international and multicultural students; organized speakers and workshops on cultural sensitivity, resource materials on cultural and intercultural issues (including common misperceptions of a variety of cultures), and classroom materials for content instruction and writing assignments. The ACIIE identifies intercultural activities as including cultural celebrations, diversity activities and cultural exchanges.

MULTICULTURAL EDUCATION: *Education that highlights the rich diversity of cultures found within a defined location and gives legitimacy to cultures and perspectives that have been previously misunderstood or omitted by providing means for appreciation of that diversity.* Multicultural education teaches: 1) cultural differences of "others"; 2) culturally diverse populations' tenets of the U.S. culture, such as is found within immigrant education programs; 3) second language learning; and 4) ethnocentric curriculums commonly found in Ethnic Studies Programs that teaches ethnic and marginalized groups about their own histories, cultures and roles. Multiculturalists maintain that most people have powerful built-in barriers that prevent them from accepting society as multicultural and that this perspective must be learned. The learning process requires one to become aware of one's own ethnocentric conditioning while at the same time accepting the fact that society is indeed multicultural. As such, the primary goal of multicultural education is to improve community awareness, raise recognition of the rich diversity of people and cultures that constitute our society and better understand ethnic identity. This process values democratic ideology that protests and provides opportunities for ethnic and cultural diversity and supports such values as equality, justice and human dignity.[10]

The application of multicultural education in California community colleges is in the form of multicultural and ethnic studies classes/programs (many of which were established between 1960-late 1970s) and through multicultural general education requirements (many of which were established in the 1990s). In practice, multicultural education involves course work, seminars, personnel training and community service activities designed to heighten diversity awareness. The ACIIE consolidates the terms intercultural and multicultural and views them as synonymous entities[11].

GLOBAL EDUCATION: *Education that emphasizes similarities among world cultures and underscores the universality of experience that is derived from the emergence of new structures, modalities and systems that combine economic, political and cultural characteristics.* The increasing interconnectedness of the world, massive population shifts, information flows, deepening economic linkages across countries, and compression of technology, capital, and popular culture have created the phenomena, the "global citizen"[12]. Global education (derived from the concept globalization) seeks to educate that citizen by distancing the individual from the constraints of ethnicity/nationalism so that a new, global identity based on global knowledge and awareness can emerge. Globalists, whether they are part of international agencies (like UNESCO or World Bank), or part of local institutions, (like community colleges), promote a global culture shared by all people. Aspects of global education are hotly contested, yet all underscore the creation of a single system, greatly influenced by transnational corporations, non-governmental organizations and social movements, that affect local conditions.[13]

Global education proponents seek to "recognize persistent multiplicity and diversity among cultures" and thereby avoid the reductionist view of homogenization[14]. Emphasis is placed on universal reference, the "compression of the world,"[15] and typifies the new Diaspora of Transculturals/Transnational, for whom global education plays a pivotal role in personal development (by allowing selective assimilation).[16] Through this process, global education allows examination of abstract learning and ability to synthesize knowledge, such that students cannot be considered critical thinkers without a global perspective.[17]

Global education critics maintain that global connectedness does not produce interdependent relationships nor diversity, but rather dependent relationships that support "western imperialism, whether economic political, technological or broadly cultural" in orientation.[18] This education stresses values and norms that predominantly reflect mainstream Western culture, which by default, makes global education a feature of Westernization that diminishes individual (local) initiatives and legitimates non-democratic choice. Chung (1998) asks if this global culture then becomes one of repression or liberation? Even the CSU Task Force that supports global education, highlights the diversity potential rather than the unified cultural components. The question of who controls what is defined as knowledge, what gets taught and acted upon in a global culture, therefore, is of extreme importance.[19] Finally, Shorish (1998:1) acknowledges that the "parallel of the "Global Person" with the "Soviet Man" and globalization with colonialization can hardly be lost on comparative education."

There are two applications of global education in California community colleges: A) Global Programs: 1) off-campus branch campuses, international economic development and distance learning, in which U.S. knowledge is imparted to others; 2) International Student Programs, in which students act as consumers of western educational goods, and 3) Global Curricula Programs, that direct students towards global issues of similarity and away form local concerns and differences.[20] B) Global values: that seek changes in the content, methods, and social context of education in order to better prepare students for citizenship in a global age, such as the ACIIE/Stanley Foundation (1996:2) values of: 1) global interdependence (linking peoples, institutions and nations socially, culturally, economically, ecologically and militarily); 2) Human resources, values and culture (awareness and acknowledgment of the diversity and unity of humans); 3) Global environment and natural resources; 4) Global peace and conflict management; and 5) change and alternate futures (capacity to envision options for the human experience and devise innovated methods for realizing preferred results. [21]

INTERNATIONAL EDUCATION: *Education that emphasizes the need to understand a variety of perspectives (geographic, ethnic, cultural, gender, etc.) by acknowledging similarities, but also by respecting and protecting differences among multi-country diversities.* The ACIIE defines international education as: "the teaching of students and the community about other countries including culture, language, political and social systems, the economic interdependence of countries and how the importance of having this awareness through teaching causes better understanding about our own country and the similarities and differences with others."[22] Overall, emphasis is on international perspectives, one of which may be a U.S. perspective. It trains students to function in a rapidly changing and culturally diverse society and the accumulation of international experiences provides opportunities for its application.

International education does not simply mean looking beyond our borders, and it goes beyond the memorization of facts, geographic locals and cultural traits as depicted by Hirsch's (1988) list of 500 cultural terms. Rather, it provides necessary pragmatic tools to ensure national security, stabilize an inefficient economy, increase problem-solving skills, works and services skills and empathy skills and build world peace.[23] Multi-perspective emphasis of international education leads to the building of democracy and peace education that emphasizes teaching other "to know, to be, to live together."[24] Cultivation of international illiteracy requires a process of active learning and self-realization. These skills are based on "the knowledge of civilization as it relates to the full range of human experience and fosters a greater awareness of and sensitivity to the interdependence of our planets peoples and systems."[25]

The application of international education in California community colleges is in the form of: Community Foreign Policy Forums, Community International Celebrations, Faculty International Exchanges, Faculty Development (Internationalized Emphasis), Faculty Study Abroad, Foreign Language Curricula, International Business Center, International Consultation, International Development, International Distance Learning (Virtual Learning), International Economic Development, International Meeting Sponsor, International Sister-City Programs, International Students, International Study Tours, International Training and/or Technical Assistance, Internationalizing Curricula, Project Management Abroad, Study Abroad Programs and Student Exchanges. Many of these programs adapt comparative and international approaches, infuse disciplines with non-Western materials and blend foreign languages into an integrated curriculum.

Herein lies the debate between the expectations implied by global education. Depending on the viewpoint taken, global education and global competence becomes either a) a mixture of many ingredients, including knowledge, skills, attitudes and cross-cultural sensitivity; or b) the means by which domination over others limits individualism, freedom and democracy. Either way, global education is profoundly influencing our community colleges.

DISCIPLINARY CONNECTIONS

INTERCULTURAL/MULTICULTURAL CONNECTIONS: ACIIE/Stanley publications use the terms "intercultural" and "multicultural" synonymously. They also view the terms "international" and "intercultural" as having similar agendas. Merging of terms is purposefully done to activate stimulation rather than competition between the fields.[26] Those in the field, however, do not view these terms that way. In fact, while intercultural perspectives may be found in multicultural education programs, the reverse rarely occurs.[27]

MULTICULTURAL/INTERNATIONAL CONNECTIONS: Community College multicultural education programs were largely established in 60s/70s, and tended not to establish a "campus climate" for intergroup relations. In the 80s/90s, major rifts developed between ethnic studies proponents who felt antagonized by efforts to multiculturalize and by international education proponents whose programs largely filled this void. This schism widened due to perceived and real competition for access to and control of cultural capital, lack of departmental consensus, and fear of losing courses, faculty, departments and budgets. Fueling the conflict are constraints of contemporary academic governance, budgetary retrenchment, and external social pressure for fusion, which created a "highly contentious and growing conservative context."[28] The merger of intercultural/multicultural with international is epitomized by the ACIIE/Stanley Foundation advancement of similar goals and activities found in both fields in a way that mutually stimulates rather than advocates competition, for collaboration links "our domestic well-being to new world conditions."[29] The complex issues of conflict and consonance have yet to be resolved, and an all too common lack of interaction among ethnic studies, international area study and multicultural studies programs exists.[30]

INTERNATIONAL AND GLOBAL CONNECTIONS: Differences are based on expectations of the social functions of education. "International" looks between nations to build multi-country perspectives, while "global" highlights universal perspectives. The CSU Task Force claims that "globalization is the phenomenon which is occurring and which we are not really controlling while internationalization is the response which education is making or should be making."[31] Nonetheless, the more social life becomes influenced by global culture standardization and homogenization, the stronger the need to identify singular forms of cultural identity. In this dialectic, both global and international dimensions exist, not only independently, but in relation to one another.[32] Precisely how the dynamics of "global" and "international" affect educational systems worldwide is the issue at hand. It is no longer "global" vs. "international", but rather how the two separate entities work harmoniously together.

Defining Programs/Activities

For the purpose of this study, the following defines programs, activities and services that typically fall under the heading of international and global education. The full definition is found in the Project Report section of this publication, pages 14 - 15.

FACULTY/STAFF EXCHANGE PROGRAMS
Programs in which faculty, staff, and/or administrators from U.S. colleges exchange jobs for a limited amount of time with counterparts from overseas institutions. Related programs: Faculty Scholarly Exchanges.

INTERNATIONAL DEVELOPMENT
Programs/activities that include bilateral and cooperative agreements that provide technical, vocational, occupational, language, ESL, and knowledge transfer to other countries. Related programs: international virtual and distance education, marketing colleges abroad; customize training for foreign delegations; supervise oversee international education initiatives and sister colleges.

INTERNATIONAL ECONOMIC DEVELOPMENT
Programs/activities that highlight global education and services, technology deployment, continuous workforce improvement, cross-cultural training, and international trade and development. Related programs include export assistance services; organize seminars/workshops and technical assistance to local businesses; Cross-Cultural Training; and International Business and Trade.

INTERNATIONAL STUDENTS
Programs and services designed to assist students from other countries pursue a course of study in the United States on foreign student or visitor visas (F-1, M-1, J-1). Related programs: match for host families, assist with immigration program (INS, I-20 visas, etc.), coordinate academic and work scheduling, foreign student services/registration/orientation/recruitment and tutoring.

INTERNATIONAL STUDIES/AREA STUDIES
Programs that highlight entire disciplines efforts to internationalize curricula. Related programs include Certificates/Associate Degree Programs, in International Studies, International Business, International Communications, Ethnic Studies or in Area Studies (e.g., Pacific Rim, Latin America etc.)

INTERNATIONAL VIRTUAL UNIVERSITY/ INTERNATIONAL DISTANCE EDUCATION
Programs/activities that use technology to provide access to a variety learning venues across national borders. Related programs include use of Internet in the curriculum, tele-conferencing, tele- and net-based distance learning etc. that link the world to the classroom.

INTERNATIONALIZING CURRICULA
Curricular modifications that assist staff and students to transcend their own cultural conditioning and to become more knowledgeable about and sensitive to other cultures. Related programs include certificate and A.A. degree programs in international studies, multicultural studies, international business, etc., Foreign Languages; Global Policy Forums; International and Area Studies; Comparative Studies etc.

STUDY ABROAD
Programs that provide instruction by accredited faculty to community college students in foreign locations. Related programs: Faculty Study Abroad.

BUILDING A COMMUNITY COLLEGE GLOBAL & INTERNATIONAL EDUCATION PARADIGM

- Both international and global education enable learners to transcend beyond their own knowledge base, to learn about others who are similar and to reflect on those who are different, to break barriers that restrict culturally determined values and to reconstruct their own ethnocentrism.[33]

- Both international and global education embody life-long education characteristics which are gemaine to the community colleges missions, as they produce citizens who can function as both members of local and world communities.[34]

- Both international and global education underscore the importance of inter-relationships, for, whatever a region does, not only affects others, but is also influenced by events and policies outside local control.

- Both international and global education have a moral agenda that enables learners to build skills of tolerance and conflict resolution that are necessary for successful interaction within our multiculturally diverse society. The ability to link global dependency, international cooperation and intercultural communication, are critical in the pursuit of future employment.[35]

- Appreciation of local, national, and international differences, directly correlate to positive interaction with ethnic variations that reflect the local community. California community college graduates must be able to compete in a modern workforce which requires not only global and international market economy skills and literacy skills.[36]

- During the 1990s, legislative precedents supported the need for California community colleges to produce graduates who possessed competencies that will serve a workforce whose needs are increasingly global in nature and that will assist with immigrant workforce preparation. See: 1996 Assembly Concurrent Resolution 82 "Build Pacific Rim Studies in Higher Education," SB 1809 Polanco; SB 1764 Torres; SB 435 Solis; SB 655 Johnston; AB 3142 (Vasconcelos) and AB 899 Napolitano.

- The 1989/1990 Basic Agenda highlights a link between California's economic growth and global competitiveness and endorses an objective to "prepare students for occupations which are affected by world trade, by fostering insight into the dynamics of the world marketplace, and the practices and potential of international business and industry."

- The 1996/1997 Basic Agenda maintains a need to "develop a coherent International Education policy framework for the California Community Colleges that would strengthen California place in the global economy," which parallel growth of California International Trade and Development Centers (CITD).

- The 1997 Global Education Initiative perpetuates this direction by seeking to a) improve the interface between the International Education Network system of the California Community colleges and the state's long-range plan for economic development; b) improve the ability of California community colleges to build alliances and networks with public, private and third sector entities for purpose of coordinating and leveraging resources aimed at educating Californians to function in a global economy; c) prepare

Californians for occupations affected by economic globalization; d) promote the exchange of educational and instructional advances and technologies with other countries.

- Building on the ACIIE/Stanley Foundation definition, a international and global competent learner is: a)empowered by the experience of global and international education to help make a difference in society; b) committed to lifelong learning; c) aware of diversities and commonalities of other cultures, religions, values and appreciates the impact that they make on American life; d) able to recognize world geopolitical/economic inter-dependent relationships; e) able to accept the importance of all peoples and capable to work in diverse terms; and f) accepts responsibility for global and international citizenship.[37]

In conclusion, the literature review confirms that as we enter into the next century, comprehensive community college international and global education remains not only essential but critical. As previously indicated: global and international education is no longer optional, they are integral to the success and mission of community colleges nationwide. Especially in times of fiscal difficulty, this integral nature must be respected and protected.

BIBLIOGRAPHY

Altbach, Philip, "*Internationalization and Multinationalization in Higher Education: The Melding 2 of Academic Culture Worldwide*" Presentation at the Comparative and International Education Society National Conference, Buffalo, 1998.

(1992) *International Higher Education: An Encyclopedia*, New York: Garland Pub.

(1988) *Higher Education in the Third World. Themes and Variations*. Second printing. Advent Books, Inc. New York.

Altbach, Philip G., et al., eds., (1982) Scientific Development and Higher Education: The Case of Newly Industrializing Nations (New York: Praeger1989).

Anderson, L. (1979) *Schooling and Citizenship in a Global Age: An Exploration of the Naming and Significance of Global Education*. Bloomington: Indiana University Press

Banks, James (1994). *Multiethnic Education: Theory and Practice* (3nd ed.). Newton, MA: Allyn and Bacon.

Beare, H. And Boyd, W.K. (Eds). (1994). *Restructuring schools. An International Perspective on the Movement to Transform the Control and Performance of Schools*. London; The Falmer Press.

Bennett, Milton (1986) "A Developmental Approach to Training for Intercultural Sensitivity" *International Journal of Intercultural Relations* 10, no. 2: 1976-96

(1993) "*Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity*" in Michael Paige (1993)

Beyer, P. (1994). *Religion and Globalization*. London: SAGE Publications Ltd.

Birimarh, Karen,"Multicultural and Intercultural Education Connections" CIES national and International Education Conference, Buffalo, 1998

Brown, P. And H. Lauder. (1996). "Education, Globalization and Economic Development" *Journal of Educational Policy*, 11 (1): 1-26.

Burbach, R. Nunez, O. And Kagarlitsky, B. (1996) *Globalisation and Its Discontents: The Rise of Postmodern Socialism* (London: Pluto Press

Bush, G. "State of the Union Address" *Los Angeles Times*. February 18, 1991.

Cable, V. (19950. The Diminished Nation-State: A Study in the Loss of Economic Power. In Daedalus, Vol. 124: No.2: 23-53

Carnoy, Martin, et. al., (1993) The New Global Economy in the Information Age: Reflections on our Changing World (University Park, Pennsylvania: Pennsylvania State University Press).

Castells, Manuel (1993)"The University System: Engine of Development in the New World Economy." in Improving Higher Education in Developing Countries. Washington, D.C.: World Bank (EDI Seminar Series). 65-80.

Chilcott, J.H. "It is time to Change the Classroom Maps: The Interpretation of the Tribal and Modern World" *The Social Studies*. March/April 1991,

Chin-Ju, Mao (Soka University of America) "In Search of Cultural Identity: Taiwan's Curriculum Reform in the Dual Processes of Globalization and Indigenization" Presentation made at the CCIE National/International Conference, Buffalo (1998).

Chung, Fay, Keynote Speaker, CIES, Buffalo, 1998

Clough, Michael. "The Regional Importance of Southern California's Global Entertainment Industry"

CSU, *Report to the TASK FORCE on CSU Globalization* (march 18, 1998)

Currie, Jan (1996). "Globalization Practices and the Professorate in Anglo-Pacific and North American Universities" *Comparative Education Review* vo. 42, no. 1: 15-29

Dahllöf, U. (19840. *Contextual Problems of Educational Reforms: A Swedish perspective*. In T. Husén, and M. Kogan (eds.) (1984)

Daun, Holger, "*Educational Restructuring in Sweden in the Light of National Forces and Globalization*", Paper presented at the CIES Conference March 6-10, 1996, Virginia

Eddy, Robert. (1996) *Reflections on Multicultural ism*. Yarmouth, Maine: Intercultural Press.

Fetherstone, M. (1991) *Global Culture: Nationalism, Globalization and Modernity*. London: Newbury Park.

Gagliano, F.V.. Globalization of the University, *NCA Quarterly*, Vol. 67 No. 2, Fall 1992

Gallimore, Ronald and Claude Goldenberg, (1996) "Accommodating Cultural Differences and commonalities in Educational Practice" *Multicultural Education*, Fall 1996: 16-19-

Gibson, M. (1976). Approaches to Multicultural education in the United States: Some concepts and assumptions. *Anthropology and Education quarterly*, 7,7: 18

Ginsburg, M.B. , et. al. (1990) National and World-System Explanations of Educational Reform. In *Comparative Education Review*, 34, 4: 474-498

Guadilla, Carmen Gercia (1994) "The Value of Knowledge, Global Education and Regional Integration in Non-Advanced Countries" Higher Education Policy. 7(3): 40-44.

Gutek, G.L. (1993) *American Education in a Global Society: Internationalizing Teacher Education*. Longman, New York & London

Guttrie, K. W. And Koppich, J.E. (1993), A.I.M., "Reform: Building a Model of Education Reform and "High politics'. In Beare, H. And Boyd, W.K. (Eds). (1994).

Guthrie, James W., (1991) "The Word's Evolving Political Economy and the Emerging Globalization of Education: A Set of Extrapolations, Interpolations, and Predictions Regarding the Likely Future Internationalization of Education Policy," Educational Research Journal 6, pp. 1-15.

Hall, S. (1991) "The Local and the Global: Globalization and Ethnicity" in King (1991)

Healy, G. "West Reveals "pressing issues" in Review Plan" the *Higher Education Supplement of The Australian* (Jan. 21, 1997) p. 21

Hirst, P. And Thompson, g. (1996) *Globalization in Question*. Cambridge: Polity Press.

Hoffman, Diane. Globalizing Multicultural Education: Critical Perspectives on Cross-cultural Learning" (CIES Conference, Mexico City, 1997)

Husén, T and M. Kogan (eds.) (1984). Educational Research and Policy: How do they relate? Oxford: Pergamon Press.

Ilon, Lynn.(1996) "Response" *Comparative Education Review* vo. 42, no. 1

Ilon, Lynn, (1994) "Structural Adjustment and Education: Adapting to a Growing Global Market," International Journal of Educational Development 14 (No. 2).

Jones, Philip. "From Internationalism to Globalization: The Multilateral Dilemma for Education" Paper presented at CIES Western Regional Conference, USC, 1997

Jones, Philip (1998) "Introduction" *Comparative Education Review* vo. 42, no. 1: 15-29

Kay, Candace (1998), "Defining the Theoretical Differences of Multicultural and International Education" Paper presented at 1998 Comparative and International Education Society Conference, Buffalo, New York.

Kaynak, E. and S.S. Hassan. (1994) *Globalization of Consumer Markets: Structures and strategies*. International Business press, New York & London

King, A.D. ed. (1991) Culture, Globalization and the World System: contemporary Conditions for the Representation of Identity (Binghamton, NY, Department of Art and Art History: SUNY)

Knight, John, (1989) "Education Policy Issues in a Period of Stabilization and Structural Adjustment," Journal of Development Planning 19, pp. 59-72.

Komarovskaya, Vika, Tatyana Darmeshkina and Sergei Shirobokov. "International Education and Its Role in the Development of Russian, Multi-level Higher Pedagogical Education" (NISHED NET, May 15, 1998).

LaBelle, Thomas J. and Christopher R. Ward , *Ethnic Studies and Multiculturalism*: Albany: State University of New York Press, 1996: p. 65)

Landis, D. and R. S. Bhagat (eds.). (1995) Handbook of intercultural training. Thousand Oaks, Ca.: Sage.

McGin, Noel, (1996). "Counter Response" *Comparative Education Review* vo. 42, no. 1

McLaren, Peter. (1998) *Revolutionary Multicultural ism: Pedagogies of Dissent to the New Millennium*. New York: Westveiw Press

Mestenhauser, Josef A. and Brenda J. Ellingboe. (1998). Reforming the Higher Education Curriculum: Internationalizing the Campus. Arizona: American Council on Education Oryx press. Series on Higher Education

Mosa, Ali A. "Why Globalization?" - presentation given at 9th Comparative and International Education Conference, Sydney, 1996

OECD (1994). School: A Matter of Choice. Paris. OECD

Pacheco, M. and c. Fernandez, Knowing no Boundaries: The University as World Citizen. *Educational Record*, Spring 1992 Vol. 73, No. 2

Paige, Michael R., (1994). *Education for the Intercultural Experience*. Yarmouth, Main: Intercultural Press.

Postlethwaite, T. N. (1984).Research and policy - making in Education: Some Possible Links. In T. Husen and M. Kogan, (1984).

Raby, Rosalind Latiner and Norma Tarrow. (1996). *Dimensions of the Community College: International, Intercultural, and Multicultural Perspectives. Garland Studies in Higher Education, Volume 6. Garland Reference Library of Social Science, Volume 1075*. Garland Publishing Inc.: New York

Rendon, Lauri I. And Hope, Richard. O, (1996), *Educating a New Majority: Transforming America's Educational System for Diversity.* San Francisco: Jossey-Bass Publishers.

Robertson, R. *Globalization: Social Theory and Global Culture* . London: Sage, 1992

Rochon, Tomas R. and Ana-Mari M. Hamada, (1998) "Higher Education: International Opportunities, International Challenges" Presentation at Comparative and International Education Conference, Buffalo, New York.

Rosen, S.M., B. Rossman, and T. Utsumi, Global Education int eh 21st Century: The GU Consortium. *Technological Horizon in Education*, Vol. 16, no. 7, March 1989

Saul, J.R. "The Unconscious Civilization" given as the *CBC Massey Lectures Series* (Concord, Ontario: Anasi Press, 1995: 20).

Shorish, Mobin, "Globalization and the Standardization of Culture". Presentation made at the CIES National/ International Education Conference (1998)

Singh, Ajit (1994) "Global Economic Changes, Skills and International Competitiveness" International Labor Review. 133 (2): 167-182

Stewart, F. (1996). Globalisation and Education, *International Journal of Educational Development*, 16 (4): 327-333

Wallerstein, I. (1991) "The national and the universal: Can there be such a Thing as World Culture?" in A.D. King (1991).

Weaver, Gary R. (1998) *Culture, Communication and Conflict: Readings in Intercultural Relations* (Second Edition). New York: Simon & Schuster.

Welch, Anthony (1996). "Th End of Certainty? The Academic Profession and the Challenge of Change" *Comparative Education Review* vo. 42, no. 1:1-14

Willis, David, Yasuko Minoura and Walter Enloe, "Transculturals, Transnational and International Education: Future Visions for Education" (1996) Paper presented at the 9th World Congress, Comparative and International Education Society, Sydney.

Winter, Sidney, (1987) "Knowledge and Competence as Strategic Assets" in David Teece (ed.) The Competitive Challenge. New York: Harper and Row.

Wirt, Frederick M. & Grant Harman, " A View Across the Board: The International Recession and Educational Policy," in Frederick M. Wirt & Grant Harman, eds., Education, Recession and the World Village (London: Falmer Press).

Wiseman, R. (ed.). (1995) Intercultural communication theory. Thousand Oaks. CA: Sage

Wurzel, Jaime (1999) *Toward Multicultural ism: A Reader in Multicultural Education.* Yarmouth, Maine: Intercultural Press.

ENDNOTES

1. McGrath, 1993: 112.
2. Chronicle, 1991.
3. King & Fersh, 1983.
4. Bhatia, 1985.
5. Staff Data File, CA., 1994.
6. Tsunoda, 1994:8.
7. Birmarh, 1998, Mestenhausc and Ellingboe, 1998.
8. Mosa, 1996.
9. Weaver, 1998; Wiseman, 1995; Landis and Bhagat, 1995; Paige, 1993; Bennett, 1993.

10. Kaye, 1998; Banks, 1994; Eddy, 1996; Galli more and Goldenberg, 1996; Wurzel,1988, Gibson, 1976.

11. Tsunoda, 1994.

12. Jones; Hirst and Thompson, 1996:160; Ginsburg, et. Al., 1990: 13.

13. The term globalization first appeared in the 1960s, but shows connections to Christian Holy wars, 18th and 19th Century Western European, American Colonialism and 20th Century Islamic pan-movements. Each emphasize wholeness and homogenizing practices. In political science, economics and business, globalization underscores the "New World Order" paradigm, which views "modernization as an approach to global change. . . so that traditional societies will gradually be transferred by industrialization to resemble the European and North American" (Bush). Globalization affects a) economically, the expansion and shifts of world markets, global economy, freedom of exchange, balance of production, stateless financial markets, global business strategies, and supports culturalization of economic life. These conditions are oftentimes referred to as McDonalization, Toyotism, post/neo-fordism; b) politically, global community connections, strengthened common values and weakened value of the nation-state; c) culturally, the result of universal tourism, mass communication, population expansion, environmental pollution, deteritorialized religious mosaic and diversity, global destruction of images and information have set the foundation for global educational issues. Global Education Theory is based on: 1) World Systems Theory (Wallerstein) which stems from the Marxist dependency theory, and views the world as being divided into a center (developed nations) which dominates the periphery (developing nations). The resulting dependency relationship encompasses economics, politics, culture and technology. 2) World-Polity Theory (Meyer) which emphasizes that it not only nation-states are caught up in this global dependency, but regions within nation-states as well; and 3) Global System of Societies (Robertson) which maintains that the societies of the world interact with each other in an increasingly interdependent manner which has formed a world system that is shared by all individuals.

A tangential aim of higher education, from the globalist perspective, is to prepare global laborers who will supply a more flexible workforce consisting largely of international corporations, agencies and institutions. A major concern among the economic, political and academic community is that America is under-investing in the educational infrastructure and will be incapable of producing globally competent graduates who can compete with their foreign counterparts. Education is thus reformed as both a high-budget industry in itself and as a supplier of human capital to other industries in the competitive global marketplace. Globalization of the university also has as its core the re-definition of the institution to market-oriented ideology. Clough, 1998; Currie, 1996: 18; Daun & Holger, 1996; Mosa, 1996; Schwartz, 1996: 118-134; Welch, 1996: 10; OECD, 1994; Carnoy, 1993; Guthrie and Koppich, 1993; Altbach and Kelly, 1992; McLean and Voskresenskaya, 1992; Papagiannis, Easton and Owens, 1992; Gagliano, 1992; Arnason, 1991; Levin, 1991; Jones, 1990, Chubb and Moe, 1990; Husen & Kogan, 1984; Dahllof, 1981; Postlethwaite, 1981.

14. Hall, 1991a: 610; Hall 1991b; Schwartz, 1994: 7.

15. Robertson, 1991:8; Bourricaud; CSU Task Force Report, 1998.

16. Willis, Minoura, Enloe, 1996.

17. ACIIE/Stanley, 1996, Dorman, 1992; Tye and Tye, 1992.

18. Mosa, 1996:1.

19. Chung, 1998; Altbach, 1998; Mclaren, 1998; Currie, 1996; Ilon, 1996; McGinn, 1996; Mosa, 1996; Stewart, 1996; Welch, 1996; Beyer, 1994; Ilon, 1994; Singh, 1994; Carnoy, 1993.
Mosa (1996:6) elegantly writes on this issue: "In this rush toward globalization, scarce time is given to ponder not what is gained by the concept of conformity, the globalism basic agenda. What is lost in the globalists' pusch? A rain forest here, parts of the ozone layer there, a localized language her, a first nations culture there. At a more personal level - doesn't globalization strike not only at the local, but also at the individual? Does it not require the inquiring mind to become the conforming mind, for individual insight to give way to committee consensus? Is it not time to modify the globalist dictatorial agenda to allow for diversity and localization?"

BEST COPY AVAILABLE

20. Altbach, 1988; Rosen, Rossmab and Utsumi, 1989.

21. Rochon and Hamada, 1998; Currie: 1996; Mosa, 1996; Gutek, 1993; Tye and Tye, 1992; Chilcutt, 1991; Anderson, 1979.

22. ACIIE, 1991: 7.

23. Scanlon, 1990:14-15; Lamy, 193:6; Building Communities, 1988:19.

24. Goldman, 1994: 53, Jones, 1998,Komarovskaya, 1998, Rochon and Hamada, 1998, Ellingboe, 1998, Mestenhause, 1998; Jo Ann de A. Wallace, SECUSSAN Discussion, July, 1998.

25. Sjoquist, 1993:52.

26. Elsner, Tsunoda, Korbel, 1994:2.

27. Birmarh, 1998, Mestenhause and Ellingboe, 1998; Kaye, 1998.

28. LaBelle and Ward, 1996: 65.

29. ACE, 1993, quoted in Elsner, Tsunoda, Korbel, 1994: 2.

30. Smithee:1991; King and Breuder:1979; LaBelle & Ward, 1996: 65; 74-76; 95.

31. European educational meeting definition as mentioned in the CSU Task Force Report, 1998:16.

32. Chin-Ju, 1998; Dobbert, 1998; Popkewitz, 1997.

33. Quinn, 1995; Palmer, Cartfor, deVargas, Trueman, & Reyes, 1980.

34. Greenfield, 1990, Council on Education, 1984; Change Magazine, 1981; King and Breuder, 1979.

35. Tye & Kniep; Omari, 1981.

36. Leadership 2000 Conference; King & Fersh, 1993.

37. ACIIE/Stanley Foundation (1996): 3

Looking to the Future: Report on California Community College International and Global Education Programs

Conclusions and Future Concerns

BEST COPY AVAILABLE

CONCLUSIONS AND FUTURE CONCERNS

CONCLUSIONS

This chapter provides conclusions based on the literature in the field. These conclusions are placed in the context of a *Typology of Criteria for Success* that can be used in an effort to help inform future policy discussions and recommendations on funding and state support for global and international education.

International and global education are critical and integral facets of the community college, and successful California community colleges have found ways to ingrain these dimensions throughout the college environment. While many California community colleges are expanding current efforts, a number are at the very beginning stages of recognizing the importance of international and global education in their colleges.

However, despite evident progress, there are still many factors slowing down the process. The new report from the Carnegie Foundation for the Advancement of Teaching, *Reinventing Undergraduate Education*, highlights the insularity of American collegiate education.[1] This comparative study of fourteen nations found that only American faculty were largely uncommitted to internationalization and with few exceptions, institutional leaders do not create incentives to encourage and reward greater internationalization among faculty. Evidence of this insularity is confirmed by the California Community College International and Global Education Survey. Furthermore, national experts are predicting that two of the most popular forms of international and global education, international student and study abroad programs, may be facing future problems, as there is an evident decline in their support and numbers. Nationally, study abroad programs have grown only .6% in 1996-1997 and international student program growth has slowed to under 1%. There are also predictions for even more decline in this area as we move into the next century.[2]

Both the AACC national survey and California 1998 Survey asked respondents to identify the three most significant challenges facing international education:[3] There are:

1. Financial (noted by 32.2% of AACC respondents, and 45% of Calif. respondents);
2. Staffing (noted by 11.5% of AACC respondents);
3. Support by Trustees (noted by 8.6% of AACC respondents); by state (43% of Calif. respondents) and by individual colleges (32% of respondents).

In the past few years, two national and one state survey/annual report have identified the primary responsibilities of international and global education coordinators. These reports highlight different set of duties, but when examined as a holistic whole, allows a composite definition to emerge that is helping to define the field itself.

AACC SURVEY DEFINED DUTIES[4]

a) coordinate student study abroad activities and faculty/student international activities; b) with faculty and students; c) plan internationalizing curricula; d) maintain contact with the U.S. immigration and naturalization service, and keep updated on all INS regulations; e) oversee educational/business initiatives; and f) serve as a liaison and resource to the community and advocate the importance of international education.

CCID SURVEY DEFINED DUTIES[5]

a) direct international education budget; b) chair international education committee and coordinate efforts with college administrators, faculty and staff, as well as be liaison to government and community; c) advise international clubs; d) develop new initiatives and maintain international records; e) participate in statewide initiatives for international programs; f) provide accountable information on international education to Board of Trustees; and g) represent college at meetings,

CCIE SURVEY DEFINED DUTIES[6]

a) foreign student counselor who maintains information files, coordinates recruitment, applications, registration, INS services and regulations, assists with transfer and employment opportunities; b) economic development coordinator manages international trade and business programs; and c) international director oversees and coordinates office and all activities, coordinates budget, marketing and supervision of field activities, provides information on a variety of international opportunities, and is liaison between faculty and administration.

Institutionalizing international and global education requires a process of systemic change.

A number of publications identify the primary components that specify criteria essential for thriving community college international and global education programs. Over the past three decades, a foundation has been laid mandating the success of such programs. Hess (1982) was the first to acknowledge four primary elements for success. A decade later, Greenfield (1990), Raby (1996) and the ACIIE/Stanley Foundation (1996) augmented these elements with an additional four criteria, the combination of which are echoed in the Literature Review (1990-1998) (Chapter 4) on international and global education in community colleges. The resulting *Typology of Criteria for Success* identifies eight components that successful community colleges possess. A discussion of the criteria is found in the Recommendations section of this publications, pages 49 - 52. A compilation of these components is found in the Table 1. This table is divided into four subheadings which identify which of the following criteria have multiple references by identified sources in the literature review. Endnotes list the names of these authors, and full citations are found in section *Literature Review* of this publication. Table 1 indicates the wide-spread references to these components in existing academic literature.

TYPOLOGY OF CRITERIA FOR SUCCESS

CRITERIA	Five or more sources listed criteria as important	Three sources listed criteria as important	Two sources listed criteria as important	One source listed criteria as important
DEFINE OBJECTIVES	• Provide clear and comprehensive definitions.[7]	• Acknowledge raison d'etre for establishing particular programs, i.e., privatization or humanistic perspectives.[8]		
COMMITMENT/ SUPPORT	• From Board of Trustees, CEOs and CIOs, deans and department chairs.[9] • From faculty and seek ways to involve faculty[10]			
STRATEGIC DIRECTION		• Include in mission statements, in institutional rules/practices, and standards.[11] • Faculty committee to review courses; new hirings.[12]	• Develop and implement comprehensive program on campus.[13]	
FUNDING	• Allocate resources [14]			• Federal funding assistance [15]
SPECIFIC OFFICE	• Establish office with specifically designated coordinator.[16]			
ELEMENTS THAT INSTITUTIONALIZE	• Internationalize curricula including faculty sabbaticals/release time for research/ development leading to curricula changes; participate in staff development and exchange programs, accreditation review/ revision so that identified gaps are completed; and enhance library and media holdings. [17]	• Celebrate diversity and respect for commonalities and encourage administrator, staff and faculty multicultural, intercultural and bilingual skills [18] • Deal with faculty politics and territorial battles[19] • Use technology and computer networking, including distance learning and teleconferencing to strengthen links between culture. [20]		• Provide support and student services for international student programs that use students as resources for area expertise. [21] • Study abroad guidelines[22] • Internationalization begins at grassroots levels - with students [23] • 7) Overcome negative forces[24] • 14) Reconceptualize language teaching and linking culture with language with technology[25] • 19) Enhance communication through newsletters, workshops

CRITERIA	Five or more sources listed criteria as important	Three sources listed criteria as important	Two sources listed criteria as important	One source listed criteria as important
PARTNERSHIPS	• Partnership with state/national consortia.[26]	• Partnership with business and industry, local ethnic groups, and the community supported by needs assessment dialogue with each individual group.[27]	• Partnership with those at state policy making level[28] • Sponsor faculty to attend conferences, seminars, lectures and invite speakers from other campuses to your own campus.[29]	• Partnership with other nations.[30] • Partnership with four-year academic institutions.[31] • Partnership with government.[32] • Use statements from AACC and ACCT to support efforts.[33]

In conclusion, when taking all the above components into consideration, the literature supports that a clear definition of international and global education is required which enhances educational philosophy, mission statements, master plans and annual priorities so that resources, opportunities and genuine support will be provided for international and global efforts. Trustee, administrative, staff and faculty support, including academic senate and department chairs, plus a highly visible, well-managed and financed office enables community colleges to conquer many of the challenges facing international and global education. Finally, outreach programs coupled with opportunities for first hand experiences, promotion, mini-grants, release time, expansion of library and media holdings, membership in state and national consortia, and developmental workshops that increase enthusiasm and further knowledge of international and global issues can all counter negative forces by gradually encouraging and supporting individuals to participate in international and global education program efforts.

As we enter into the next century, the literature in the field confirms that comprehensive community college international and global education remains not only essential but critical. Investment in international and global education is an investment in prevention of ignorance. As previously indicated: international and global education is no longer optional, they are integral to the success and mission of community colleges nationwide. Especially in times of fiscal difficulty, this integral nature must be respected and protected.

ENDNOTES

1. Quoted in Philip G. Altbach and Patti McGill Peterson, "Internationalize American Higher Education? Not Exactly" *Change* July/August 1998

2. Altbach and Peterson, 1998; Jean Johnson, "Decline of International Student Programs", Presentation at the Comparative and International Education Society National Conference, Buffalo, 1998; Rochon, Tomas R. and Ana-Mari M. Hamada, "Higher Education: International Opportunities, International Challenges" Presentation at Comparative and International Education Conference, Buffalo, New York, 1998.

Some of the concerns regarding international student programs are that the number of students wanting to attending U.S. colleges will decrease because more international students are getting their own Ph.D.s and establishing their own programs and colleges in their own countries. Hence, there is less of a need for future students to have to come to the U.S. for their undergraduate education.

3. The remainder of the challenges identified were: (4) 5.2% housing international students; (5) 4.6% cross-cultural differences; (6) 3.0% time deficiencies; (7) 2.2% visa difficulties; (8) 1.9% recruiting international students. Of these challenges, three specifically deal with international student programs.

4. ACIIE/Stanley Foundation, 1996:21-22.

5. *Community Colleges for International Development 1997 Annual Report and Capabilities Statement*, Cocoa Florida: Community Colleges for International Development, 1997

6. CCIE Annual Report: 1997-1998, Rosalind Latiner Raby (1998).

7. Parnell, D. (1990); Pickert, S. (1992); Vestal, T.M. (1994); Raby and Tarrow, 1996; Altbach and Peterson, 1998

8. Although international and global education has always been in the "business" of generating funds, the "business" end has not been exploited nor overtly publicized. Rather, the value as a means for academic, humanistic and individual growth has been stressed. century (Hecht, Irene (1991); Heginbotham, S. 1994; Raby and Tarrow, 1996).

9. Parnell, D. (1990); Goodwin, Crawford D.; Nacht, Michael, 1991; Pickert, S. (1992); Schertz, Leanne, 1993; Bakke, Amy and Tharp, Bonnie, 1994; Vestal, T.M. (1994); Harris, Zelema M.., 1995; Drews, D.R., Meyer, L.L. and Peregrine, P.N. (1996); ACIIE/Stanley Foundation, 1996.

10. Parnell, D. (19900; Goodwin, Crawford D.; Nacht, Michael, 1991; Pickert, S. (1992); Schertz, Leanne, 1993; Vestal, T.M. (1994); Drews, D.R., Meyer, L.L. and Peregrine, P.N. (1996); van Amelsfoort, Peter, 1996; ACIIE/Stanley Foundation , 1996.

11. Quimbita, Grace, 1989; Goodwin, Crawford D., Nacht, Michael, 1991; ACIIE/Stanley Foundation, 1996.

12. Parnell, D. (1990); Delaney, Evelyn, 1995; ACIIE/Stanley Foundation, 1996; Bowen, Raymond C, 1997.

13. Parnell, D. (1990); ACIIE/Stanley Foundation, 1996.

14. Greenfield, 1990, Schertz, Leanne, 1993; Sypris, T., Ed.,1993; Bakke, Amy and Tharp, Bonnie, 1994; Delaney, Evelyn, 1995; ACIIE/Stanley Foundation, 1996; Raby and Tarrow, 1996, AACC, 1996; Bowen, Raymond C, 1997; Altbach and Peterson, 1998:36 .

15. Pierce, David, 1997.

16. Parnell, D. (1990); Pickert, S. (1992); Campion, William J. and Bostic, Don, 1993; Vestal, T.M. (1994); Drews, D.R., Meyer, L.L. and Peregrine, P.N. (1996); ACIIE/Stanley Foundation, 1996.

17. Jane Edwards, Tonkin, Humphrey R..1990; Schertz, Leanne, 1993; Haakenson, Paul, 1994; Delaney, Evelyn, 1995; Harris, Zelema M., 1995; ACIIE/Stanley Foundation, 1996; Bowen, Raymond C, 1997.

18. Bakke, Amy and Tharp, Bonnie, 1994; Raby and Tarrow, 1996; ACIIE/Stanley Foundation, 1996.

19. Schertz, Leanne, 1993; Raby and Tarrow, 1996; ACIIE/Stanley Foundation, 1996.

20. Bakke, Amy and Tharp, Bonnie, 1994; Haakenson, Paul, 1994; ACIIE/Stanley Foundation, 1996.

21. ACIIE/Stanley Foundation , 1996.

22. Farland, Ronald and Cepeda, Rita, 1989.

23. Tsunoda, J. S., Ed., 1994, April.

24. Raby and Tarrow, 1996.

25. ACIIE/Stanley Foundation, 1996.

26. Schertz, Leanne, 1993; Sypris, T., Ed.,1993; Bakke, Amy and Tharp, Bonnie, 1994; Delaney, Evelyn, 1995; Bowen, Raymond C, 1997.

27. Greenfield, 1990; Bakke, Amy and Tharp, Bonnie, 1994; ACIIE/Stanley Foundation, 1996; Bowen, Raymond C, 1997.

28. Goodwin, Crawford D.; Nacht, Michael, 1991; Haakenson, Paul, 1994.

29. Delaney, Evelyn, 1995.

30. Bakke, Amy and Tharp, Bonnie, 1994.

31. Raby and Tarrow, 1996.

32. Similar to the Japanese making international education part of it's national agenda or the EU making internationalization of higher education a formal policy. There is no compelling lobby, no educational resources on a broad scale provided "to confront that something beyond our borders" (Lemke:1998).

33. ACIIE/Stanley Foundation (1996).

Looking to the Future: Report on California Community College International and Global Education Programs

Annotated Bibliography and General References

BEST COPY AVAILABLE

ANNOTATED BIBLIOGRAPHY AND GENERAL REFERENCES

LITERATURE REVIEW

This chapter includes a) an index to the annotated bibliography, b) an annotated bibliography from 1990-1998 consisting of 137 sources, c) a listing of Web addresses that are of interest to those involved in international and global education; and d) an annotated listing of international and global education associations, organizations and consortia.

This chapter is divided into four sections.

Part A contains an index to the annotated bibliography divided into the most common themes represented in the literature. The most frequently found themes are: Strategies for Internationalizing the Institution; Internationalizing the Curriculum; International Development/Contract Education; General Descriptions of Individual Programs; Student Study Abroad; International Business; International Students; Multicultural Education; Student/Faculty Exchanges; Foreign Language Development; Interculturalizing the Curriculum; International Distance Education. Pages 86 - 87.

Part B contains an annotated bibliography of papers, presentations, articles, monographs and books that emphasize the various aspects of international, intercultural, multicultural, and global education in the community college setting. 137 sources from the years 1990-1998 are included. Pages: 87 - 109.

Part C contains a listing of Web addresses that lead to links pertaining to global, international, intercultural, and multicultural education in the community college setting. These addresses are placed under for following subheadings for easy accessibility: Associations & Research Centers; Colleges & Universities; Database; California and Federal Government Sources; Home pages; Internationalizing Curricula Resources; Libraries; Newspapers/Journals; Multicultural Sources; Study Abroad Programs; and Organizations & Institutes. Pages 110 - 112.

Part D contains an annotated listing of international, global, and intercultural education associations, organizations and consortia. These groups are divided into the following subheadings: National Consortia; National Organizations; State Consortia; Trilateral Consortium; University Programs; and Publishers. Pages 113 - 115.

All of the sources in the annotated bibliography were reviewed and divided into the most common themes represented in the literature. The number of sources found within each theme is listed below.

1) The theme with the most sources is Strategies for Internationalizing the Institution.
2) The theme with the least sources is International Distance Education.
3) The high publication numbers for certain themes may be due to:
    a) mass publication of CCID materials that highlight international development;
    b) mass publication of Federal Grant projects that highlight general descriptions of individual programs;
    c) many conclusions that include strategies for internationalizing the institution.

THEME	NUMBER OF SOURCES
Strategies for Internationalizing the Institution	41
Internationalizing the Curriculum	32
International Development/Contract Education	24
Student Study Abroad	19
General Descriptions of Individual Programs	16
International Business; International Students; Multicultural Education; Student/Faculty Exchanges	5
Foreign Language Development; Interculturalizing Curricula	5
International Distance Education	3

LITERATURE REVIEW TOPIC INDEX

Foreign Language Development

Eisenberg, D.U., Ed. (1992).; Eisenberg, D.U., Mahoney, Jr. and Labib, N., Eds. (1992); Eisenberg, D.U., Mahoney, J.R. and Labib, N., Eds. (1995); Metcalf, Michael (1998).

General Descriptions of Individual Programs

Angel, Dan and Adriana Barrera (1990); Burke, Doyle W.; Elsner, Paul A. (1997); Chase, Audree M., Ed.; Mahoney, James R., Ed. (1996).; Cowan, Carole A.; Falcetta, Frank M. (1996); Delaney, Directory of International/Intercultural Study Resources (1990) Elsner, Paul A., and Joyce Tsunoda (1994); Evelyn (1995); Falcetta, F.M., Ed. (1993); Fersh, Seymour, Ed.; Furlow, Richard H., Ed. (1993); Florida State Department of Education. (1991); Rust, Joseph Henry (1992); Salas, Dominador J. (1988); Schertz, Leanne (1993); Sypris, Theo, Ed. (1993); Sypris, T., et. Al. Eds. (1994); Sypris, T., Ed. (1993).

International Business

Bailey, Liz (1990); Chaifetz, M. Ed. (1992); Franco, Robert W., Ed.; Shimabukuro, James N., Ed. (1996); Lim, Gill-Chin, Ed.; And Others. (1995); Noll, Cheryl L., Ed.; Graves, Pat R., Ed. (1996).

Internationalizing Curricula

Butt, Mahmood; And Others (1996); Clayton, Thomas, Ed. (1990); Cogan, John (1998); Dick, Robert C. and Brenda M. Robinson (1997, July); *Educating for the Global Community* (1996); Parnell, D. (1990); Edwards, Jane; Tonkin, Humphrey R.(1990); Fersh, Seymour (1989); Fersh, Seymour, Ed.; Furlow, Richard H., Ed. (1993); Fersh, Seymour (1990); Fersh, Seymour. (1993); Franco, Robert W., Ed.; Shimabukuro (1995); Franco, Robert W., Ed.; Shimabukuro, James N., Ed. (1996) Fung, C. (1998); Graham, Peter (1998); James N., Ed. (1995); Haakenson, Paul (1994); Lim, Gill-Chin, Ed. (1995); Merryfield, Merry (1995); Nunez-Cronk, Brunilda; Willoughby, Donna (1993); Philson, R. (1998); Pick, Herbert (1998); Quimbita, Grace (1989); Raby, Rosalind Latiner, Ed.; Tarrow, Norma, Ed. (1996); Raby, Rosalind Latiner (1996); Raby, Rosalind Latiner (1993); Raby, Rosalind Latiner (1992); Raby, Rosalind Latiner (1993); Raisman, Neal A., Ed. (1993); Roueche, Sarles, Harvey (1998); Susanne D., Ed. (1990) ; Schertz, Leanne (1993); Sypris, Theo, Ed. (1993); Walking the Tightrope (1997); Warzyn, Dee (1997).

International Development/Contract Education

Bowen, Raymond C. (1997); Fersh, Seymour (1997); Fersh, Seymour and James Humphrys, Eds. (1992); Franco, Robert W., Ed.; Shimabukuro, James N., Ed. (1996); Hatton, Michael (1996, Spring); Hatton, Michael J. (1995); Humphrys, J. G. And Koller, A.M., Jr. Eds. (1994); King, Maxwell C.(1990); King, Maxwell C. T. Crouse, J. Dubois and C., A. Koller (1996); King, Maxwell C.; and Koller, Albert M., Jr. (1995); King, Maxwell C. (1990, Summer); King, Maxwell C. (1990, Aug-Sept.); King, Maxwell C.; and Koller, Albert M., Jr. (1995, June/July); Kintzer, F.C., Ed. (1995); Koller, Albert M. Jr. (1997); Levin,-David-N. (1997); Hurst, Darrell, Ed. (1998); Kelleher, Ann. (1996); King, Maxwell C. and Fersh, Seymour

H (1992); Mellander, G.A., and Mellander, N., Eds; Satterlee, Brian (1996); Raby, Rosalind Latiner, Ed.; Tarrow, Norma, Ed. (1996); Raby, Rosalind Latiner (1998); Raby, Rosalind Latiner (1995); United States Agency for International Development (1995, May).

International Distance Education

King, Maxwell C., A. Koller and S. Eskow. (1995); King, Maxwell C. T. Crouse, J. Dubois and C., A. Koller (1996); King, Maxwell C.; and Koller, Albert M., Jr. (1995, June/July).

International Students

Scanlon, David G. (1990, Summer); Ubadigbo, Fidelis Njide (1997); Warzyn, Dee (1997); Wisner, J. N., Ed. (1994); Zikopoulos, Marianthi, Ed., (1998).

Multicultural Education

Carew, Joy Gleason (1993); Kee, A.M. and Mahoney, J.R., Eds. (1995); Raisman, Neal A., Ed. (1993); Roueche, Susanne D., Ed.(1990); Safman, Phyllis, Ed. (1995).

Strategies for Internationalizing the Institution

American Council on Education (1995); Bakke, Amy and Tharp, Bonnie (1994); Burn, Barbara (1990); Burn, Barbara and Ralph Smuckler (1995); Campion, William J. And Bostic, Don (1993); *Educating for the Global Community* (1996); Drews, D.R., Meyer, L.L. and Peregrine, P.N. (1996); Elsner, Paul A., Joyce S. Tsunoda, Linda A. Korbel (1994); Elsner, Paul A., and Joyce Tsunoda, (1994); Emerson, Mary L.; Newsom, Ron W. (1995); English, Susan (1998); Ellingboe, Brenda (1998); Goodwin, Craufurd D.; Nacht, Michael (1991); Fersh, Seymour, Ed.; Furlow, Richard H., Ed. (1993); Greenfield, Richard K., Ed. (1990); Haakenson, Paul (1994); Harkins, Arthur (1988); Harris, Zelema M. (1995); Hecht, Irene (1991); Heginbotham, S. (1994); King, Maxwell C. & Fersh, Seymour H (1992); Mestenhause, Josef (1998); Norfleet, I., & Wilcox, B. L. Eds. (1992); Pierce, David (1997); Parnell, D. (1990); Pickert, S. (1992); Quimbita, Grace (1989); Raby, Rosalind Latiner, Ed.; Tarrow, Norma, Ed. (1996); Raby, Rosalind Latiner (1996); Raby, Rosalind Latiner (1993); Raisman, Neal A., Ed. (1993); Robinson, Brenda S. (1990); Safman, Phyllis, Ed. (1995); Scanlon, David G. (1990); Schertz, Leanne (1993); Scott, Robert A. (1990); Sypris, T., et. Al. Eds. (1994); Warren, Mi. *(1990)*; Tsunoda, J. S., Ed. (1994); Venditti, Phillip N. (1992); Vestal, T.M. (1994)

Student/Faculty Exchanges

Amelsfoort van, Peter (1996); Burn, Barbara (1991); Mossberg, Barbara Clarke (1990); Richards, T.F., ed. Ed (1994); Robinson, Brenda S.(1990).

Student Study Abroad

Farland, Ronnald; Cepeda, Rita (1989); Mossberg, Barbara Clarke (1990); Parnell, D. (1990); Burn, Barbara (1980); Burn, Barbara. (1990); Burn, Barbara and Others (1990); Bartlett, Carolyn Z. (1991); Burn, B., et.al., Eds. (1992); Desruisseaux, P. (1992); Gitomer, D.H. (1994); Rubin, A. (1995, May; 1995 November); Rubin, A. (1996); Desruisseaux, P. (1996); Drews, D.R., Meyer, L.L. and Peregrine, P.N. (1996); Raby, Rosalind Latiner, Ed.; Tarrow, Norma, Ed. (1996); Desruisseaux, P. (1997); Langerberg, D.N. (1997); Zikopoulos, Marianthi, Ed. (1998).

ANNOTATED BIBLIOGRAPHY

Amelsfoort van, Peter. (1996, February 14-17). "Multi-Institutional Collaborations for International Vocational Education: How To Manage It." Paper presented at *The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the 5th Annual International Conference of the National Community College Academy* (AZ).

This paper discusses enhancement of the curriculum to include international and multicultural elements by developing cooperative programs with institutions in other countries, such as teacher exchanges, joint curriculum development, and study abroad for students. These programs allow faculty and students the opportunity to experience other educational systems and to help bring new ideas back to the college, King William I College in the Netherlands undertook pilot faculty and student exchanges with community colleges in the United States. Netherlands which included attending classes as well as visiting industries. Finally, to ensure success in international exchanges, it is essential that commitment from faculty be obtained.

American Council on International Intercultural Education. (1991, April 11). "Mission Statement" *AACJC Public Policy Agenda, approved by the ACIIE Executive Board in Kansas City.*

This statement highlights reasons for including international/intercultural education at the community college level.

American Council on Education. (1995). *Educating Americans for a World in Flux: Ten Ground Rules for Internationalizing Higher Education*, Washington, D.C.: American Council on Education (ACE).

This report is based on the findings of ACE's Commission on International Education and details recommendations of the commission to strengthen and enhance international education programs at institutes of higher education.

Angel, Dan and Adriana Barrera. (1990). "Minority Participation in Community Colleges: A Status Report" in *ACC 2000: Building a Future Together.*
This report draws from a literature review and surveys of state commissioners of higher education and community college presidents to profile minority student enrollments at community colleges by ethnicity and college size. Assesses the prevalence of programs to increase minority student participation. Notes changes in numbers of minority faculty and administrators.

Angel, Dan and Adriana Barrera. (1990). *ACC 2000: Building a Future Together: The Austin Community College Proactive Long Range Plan.*
This publication highlights the expansion of the Austin Community College programs and minority full-time faculty. To better fulfill its fourfold mission of quality, flexibility, accessibility, and diversity, ACC will implement an honors program, an international studies curriculum, 2 + 2 programs, and a mentoring program for under prepared students. Other college goals include increasing the number of minority instructors, developing a minority leadership program, and establishing a mentorship program for minority secondary school students.

Bailey, Liz; and Others. (1990, Fall). "The LRC's Role in Helping Faculty Internationalize the Community College Curriculum." *New Directions for Community Colleges*; v. 18 n 3 p31-38.
This article underscores the need for international education in community colleges, considering the links between American international business competitiveness and community college education. Looks at the role of learning resources centers (LRCs) in program development and support. Considers activities that may be undertaken by LRC staff in international education.

Bakke, Amy and Tharp, Bonnie. (1994). *Building the Global Community: The Next Step. Report of a Conference Sponsored by the American Council on International Intercultural Education and the Stanley Foundation* (Warrington, VA, November 28-30, 1994). *American Association of Community Colleges, Washington, DC. American Council on International Intercultural Education.* Stanley Foundation, Muscatine, Iowa.
This monograph provides an overview of the discussions and conclusions reached by the participants of the November 1994 meeting. Participants clarify international/intercultural educational goals, articulate a clear mission statement, and determine plans of action and strategies. Describes the role of community colleges in international and intercultural education and offers strategies to ensure that viable global education programs are established nationwide.

Bartlett, Carolyn Z. (1991, Spring). "Consortium Provides International Educational Programs for Community College Students." *College and University*; vol. 66 nu. 3 pp.:139-41
Article describes the Illinois Consortium for International Studies student study abroad program. This cost-effective program has students studying in England and Austria, and proposed program in Mexico. Emphasis has been on foreign study, but programs to internationalize the campus and curriculum are being planned.

Bowen, Raymond C. (1997, August 18-22). "Cooperative Education: An International Collaborative." Paper presented at a conference sponsored by the *World Association of Cooperative Education* (Capetown, South Africa).
Paper discusses a 1993 partnership between the Universidad Autonoma de Santo Domingo (UASD), in the Dominican Republic, and New York's LaGuardia Community College (LaGCC) to establish a series of community colleges in the Dominican Republic. A four-part implementation strategy was developed with very successful results.

Burke, Doyle W.; Elsner, Paul A. (1997, March). "Arizona's Community Colleges." *Community College Journal of Research and Practice*; vol. 21 nu. 2 pp.: 261-78
Article describes the history, development, and characteristics of Arizona's public and private community colleges, noting that the former are overseen by the State Community College Board. It provides student demographics, and discusses the colleges' work in technology, tele-communications, distance learning, transfer programs, cooperation with businesses and other schools, funding, and international education.

Burn, Barbara. (1980). *Expanding the International Dimension of Higher Education,* (Washington D.C.: Carnegie Council on Policy Studies.
This report is a 1992 review of study abroad programs at the nine campuses in the Florida State University system based on site visits, interviews and institution

self-studies. The review found that the State University System (SUS) study abroad programs are impressive in their scope, in the institutional commitment they enjoy, and in the dedication of many faculty and staff at the different universities. The study found that program improvement could include the following: (1) improved coordination with community colleges; (2) increased participation through various strategies and program models; (3) enhanced administration for fairness and effective management; (4) requirement of 1 year of college level foreign language study; (5) systematic evaluation; (6) professional development for study abroad program administrators; and (7) encouragement for students to consider participation in programs of institutions other than their own.

Burn, Barbara. (1990a). "The Contribution of International Educational Exchange to the International Education of Americans: Projections for the Year 2000." *Occasional Papers on International Education Exchange. Forum Series 26*. Council on International Educational Exchange, New York, N.Y.
This paper forecasts the scope and profile of educational exchanges between the United States and other countries in the year 2000 based on predictions relating to political stability, economic growth, and likely developments in higher education in major world regions. The first part reviews major world regions including the following highlights: the probable growth in exchanges with the Soviet Union and Eastern Europe; the centrality of solving the debt crisis to the future of Latin America nations and exchanges with those countries; and the likely growth in exchanges involving Asia, propelled by its burgeoning economic situation, especially in Japan. The second part of the paper focuses on the contribution of international educational exchanges to U.S. citizens learning about other countries, culture, and international issues. This is done in terms of foreign students in the United States, U.S. students going abroad, faculty exchanges, and how international learning might be enhanced by each activity. The paper concludes that special efforts are required if international educational exchanges are to make a more significant contribution to U.S. international education; the mere existence of exchange does not assure this contribution. This situation should be more widely understood if such efforts are to receive the support they require.

Burn, Barbara. (1990b). *Study Abroad Programmes. Higher Education Policy* Series II, Vol. 1. European Institute of Education and Social Policy: Paris.
This book highlights the impact of study abroad programs offered by higher education institutions in France, West Germany, Sweden, the United Kingdom and the United States. This volume, the first of two, presents the analysis of the structure and dynamics of study abroad programs as an instrument for "delivering" international experience (a second volume presents analysis of the experience itself and effects on participating students). Two general conclusions were drawn: (1) a program's existence often depended often on the immense efforts of one or more key persons; and (2) financial support schemes were positive and effective but the financial costs for the student were generally still significant. The text presents analysis in 11 chapters treating the following topics: research design and methodology, programs in the sample, program origins and institutional contexts, participant profiles and selection criteria, preparation and experiences, academic recognition, assessment and curricular integration, costs and financing, assessment problems, critical factors affecting outcomes, and conclusions.

Burn, Barbara. (1991). *Raising the Curtain. A Report with Recommendations on Academic Exchanges with East Central Europe and the USSR. East Central Europe Information Exchange Report 1.* Institute of International Education, New York, N.Y.
This report provides an overview of the changes in the development of academic exchange activity between the United States, the Soviet Union, and East Central Europe. The report begins with a discussion of the importance of a small number of national exchanges, particularly the Fulbright and International Research and Exchange Board (IREX) programs, which have been active since the 1960s. Next, several factors are mentioned which may tend to inhibit reciprocal activities in the short term, including difficulties in international travel and communication, the growing financial burden for East European institutions seeking to bear a portion of the cost of exchange activity, lack of proficiency in the host country language, and the fear of a "braindrain." The report then addresses the need for expanded information and financial resources to facilitate the development of productive academic links between the United States and partners in the region.

Burn, B., et.al., Eds. (1992, December). *Program Review of Study Abroad*. Talahassee, Florida: State University System of Florida.
This review describes the 1992 review of study abroad programs at the nine campuses in the Florida State University system. It is based on site visits to three of the universities, interviews with personnel from the other six institutions and self-studies provided by all the institutions.

Burn, Barbara and Ralph Smuckler. (1995). *A Research Agenda for the Internationalization of Higher Education in the United States: Recommendations and Report.* Association of International Education Administrators (AIERA): Washington D.C.
This report provides recommendations for a research agenda designed to further internationalize higher education in the United States. It is based on a two-day meeting of a working group convened by the Association of International Education Administrators that examined the types of research necessary for the further internationalization of U.S. higher education, including the development of data banks and other statistical information, specific surveys on emerging trends, impact studies and evaluations, and in-depth, social science-based examinations of a topic over the course of several years. It also considered research topics and priorities, including: (1) future private and public sector needs; (2) current status of internationalization; and (3) connecting current status to future national needs.

Butt, Mahmood; And Others . (1996, February 21-24). Helping Students Teach in a Diverse World: A Rationale and Course. Paper presented at the *Annual Meeting of the American Association of Colleges for Teacher Education* (48th, Chicago, IL).
This paper describes a new course called "Diversity of Schools and Societies" offered by the Department of Secondary Education and Foundations at Eastern Illinois University. Course objectives include promoting better understanding of the theoretical foundations of multicultural education, culture, and cultural differences; strengthening critical thinking skills and helping students integrate fair-minded critical thinking, justice, and social action; making students more sensitive and responsive to prejudice, stereotypes, racism and their impact; building competence in incorporating multicultural ism in curriculum; and cultivating awareness of cultural diversity in global perspectives. The course included: a section on cultural analysis; a portion devoted to sharpening students' critical thinking skills; a theoretical analysis of the nature and development of prejudice, stereotypes, discrimination and racism; a study of the methodology of multicultural teaching; and two approaches to global education. Video programs were developed to offer the course through distance learning to students enrolled at "feeder" community colleges in east central Illinois.

Campion, William J. And Bostic, Don. (1993). *Manual for Building an International Education Program in the Community College.* Central Florida Community Coll., Ocala.
This manual is a resource guide to help establish international education programs modeled on the program of the Office of International Education (OIE) at Central Florida Community College (CFCC). Emphasis is on institutional commitment, establishing an office, student and faculty recruitment and exchange and curriculum development. Three-pronged administrative strategy: student recruitment, faculty recruitment and exchange and curriculum development is defined. Exchange agreements, class syllabus, campus description, community links supporting the program; review sources of funding, state scholarship programs, trust funds for students from specific countries, and tuition waivers; and provide a mailing list of Agency for International Development (AID) contractors, including suggestions on effective grantsmanship are included.

Carew, Joy Gleason. (1993, January). "For Minority Students, Study Abroad Can Be Inspiring and Liberating," *Chronicle of Higher Education*, No. 3.
This article depicts multicultural educational approaches to empowering students and enhance learning by altering the curriculum.

Chaifetz, M. Ed. (1992). *A Manual on Developing an International Work Program: The Nassau Community College London Retailing co-op Model.* New York, New York: Council on International Educational Exchange.
This booklet demonstrates how to develop an international cooperative education program based on the example of Nassau Community College's London Retailing CO-op program.

Chase, Audree M., Ed.; Mahoney, James R., Ed. (1996). *Global Awareness in Community Colleges: A Report of a National Survey.* American Association of Community Colleges, Washington, D.C.
This monograph analyzes the July 1995, American Association of Community College's International Services Office survey of 1,154 colleges that highlights data on the colleges' involvement in international education programs and services. The study sought to determine the types of international education programs offered, enrollment, the status of program directors, services provided to international students, the level of involvement with international organizations and foreign countries, sources of funding, and respondents' views regarding future trends and current problems.

Clayton, Thomas, Ed. (1990, Fall). "The Globalization of Higher Education." *Cross Currents*; vol. 17 nu. 2 Spec Iss.
This special journal issue highlights language teaching, cross-cultural communication and the globalization of

higher education. Articles include: "Is Japanese English Education Changing?" (Yoshie Aiga); "Expanding the Intercultural Perspective" (William McOmie); "An American Comprehensive Public University Linked with a Japanese Municipality" (Jared Dorn); "The Internationalization of an American University" (William G. Davey, Lynne A. McNamara); "An American Community College in Japan"(Anthony Butera); "An American University English Language Institute in Japan"(Steven Brown, Dorolyn Smith); "Teaching in Japan: Excerpts from the Temple University Japan 'Faculty Guide'"(William F. Sharp); "Review of Profiting from Education" (Scott Jarrett); "The Role and Value of Accreditation in American Higher Education: At Home and Abroad"(Majorie Peace Lenn); "Preparing Malaysian Students for American University Education"(Janice Nersinger); and "The Globalization of Education: A Malaysian Perspective"(Terry Fredrickson).

Cohen, Arthur M. (1994). "Community Colleges" Chapter in International Encyclopedia of Education (2nd Ed.), (New York: Pergamon Press)
This chapter includes a description of the American community college structure, system, programs and student body.

Cowan, Carole A.; Falcetta, Frank M. (1996, Fall). "Community College of the World" *New England's journal of higher education and economic development*; vol. 11 nu. 3 p30-31
This article describes the Middlesex Community College (Massachusetts) international programs, including a study-abroad course in China, international business education that cooperate with private and civic organizations and train international clients, some of which involve sending faculty abroad; in-service programs for foreign teachers; and federal grants for curriculum development and technical assistance.

Delaney, Evelyn. (1995). *International Business Courses and Programs at Daytona Beach Community College. 1994-1995 Annual Report*. Daytona Beach Community Coll., FL.
This monograph describes the Center for International Business Education at Florida's Daytona Beach Community College (DBCC),1994-1995. Overviews international business courses and programs developed and resources that have been committed to international business education, including 1) sabbaticals, granted to develop an international curriculum for the Technologies Division and an international marketing program; 2) formation of an international faculty committee to review courses, integrate international components, acquire materials, and attend seminars; 3) integration of international business topics in the Business Administration, Hospitality Management, and Marketing Management Associate of Science programs; 4) revision/ creation of 15 business courses to address international business topics; 5) attendance at and participation among DBCC faculty in conferences, seminars, and lectures from 1993-1995; and 6) institutional membership in business associations and organizations promoting international education. Finally, future directions for DBCC's business department are reviewed, including the development of a model international curriculum for other programs, international exchange programs, high school articulation agreements, and motivational workshops.

Desruisseaux, P. (1992, November). More Diverse Group of Students Expected to go Abroad. *Chroncile of Higher Education: Nov. 25:* A 28.
Article examines how more minority students are looking for non-European sites for study abroad programs and how this will change not only the demographics of the college study abroad population, but where these programs are held. Article emphasizes that more international students are coming to American colleges than American students are studying abroad.

Desruisseaux, P. (1996, December). "A Record Number of Foreign Students Enrolled at U.S. Colleges Last Year" *Chronicle of Higher Education*: December 6: A 64.
This article describes the rising number of international students who are studying at American colleges, how those number keep on rising, and the effects on the total higher educational environment.

Desruisseaux, P. (1997, December). Foreign Enrollment Rises Slightly at Colleges in the United States" Chronicle of Higher Education: December 12: A 42
This article describes the rising number of international students who are studying at American colleges, how those number keep on rising, and the effects on the total higher educational environment. However, the article notes that the numbers of international students are not as high as they have been previously and that may decrease substantially in the future.

Dick, Robert C. and Brenda M. Robinson. (1997, July). "Islamic World View and Global Values vis-a-vis Effective Intercultural Communication" *Paper presented at the Biennial World Communication Association conference* (14th, San Jose, Costa Rica)
This monograph emphasis the need to study and understanding Islam vis-a-vis more effective channels

in intercultural communication. Provides an overview of Islam, it's two sects and the 45 Muslim countries in which it is practices. The paper finds that changes have occurred that appear to greatly shape Islamic world views and values reflected in the communication with and within that religion. The paper offers a summary of values generally attributed to Muslims: collectivism, egalitarianism, fatalism, and verbalism. Noting that today, after the impact of colonialism and Western imperialism on the Islamic world view, it is inaccurate to assert that "there is no separation of church and state" in Islam, the paper nevertheless finds that many Muslim leaders are "walking a tightrope" trying to persuade their followers to accept the good about the West. The paper concludes that whether Muslims are highly conservative or moderate reformers, the rest of the world can practice with them the communication principles of openness, provisionalness, empathy, and equality.

Dick, Robert C. and Brenda M. Robinson. (1998). "Assessing Self-Acquired Competency Portfolios in Speech Communication: National and International Issues" Indiana University Publications, Indiana.
This paper discusses the need for portfolios within intercultural communication developing policies for assessment. Highlights are on the granting of credit not, for an experience, but for the actual learning gained. Among the key issues in assessing applications for experimental credit are: (1) establishing a bona fide theoretical base; and (2) documenting the adjudicated and quantified communication experiences. In addition, international implications, particularly variances in cultural values and communication standards need to be considered. Indiana University's (IU) School of Continuing Studies has designed a system for portfolio evaluation. The IU portfolio, a refinement of the Cooperative Assessment of Experiential Learning project model, consists of 4 parts: 1) the resume, which contains persuasive groupings of life experiences that can equate the college-level learning; 2) cluster pages, which draw items of nearly any form or type and from any source that can demonstrate course equivalency through experiential learning; and 3) a request for credit, which involves a brief capsulization of why a certain number and level of credits should be assigned.

Directory of International and Intercultural Study Resources. (1990) (San Francisco: The Center for International Education, Communication and Development of City College of San Francisco.
This monograph is the product of a 1989-1990 Title VI grant in which the Center for International Education at City College of San Francisco reported the results of a survey on which California colleges are conducting programs in international education.

Drews, D.R., Meyer, L.L. and Peregrine, P.N. (1996, December) "Effects of Study Abroad on Conceptualizations of National Groups." *College Student Journal*, vol. 30. :452-461.
This article describes the positive effects of study abroad programs on college courses, environment and student relationships. The article also raises cautionary considerations for thriving study abroad programs to exist.

Educating Americans for a World in Flux (1995). American Council on Education. Washington, D.C.: American Council on Education, Commission on International Education.
This report defines ten "ground rules" for internationalizing higher education. It urges colleges to prepare a new generation of Americans capable of both understanding the transformations of our world and to become actively involved in leading these changes. Finally, institutions must strengthen support to help provide a foundation from where such changes can begin.

Educating for the Global Community: A Framework for Community Colleges. Report of a Conference Sponsored by the American Council on International Intercultural Education and the Stanley Foundation. (1997) (Warrenton, VA, November 15-17, 1996). American Council on International Intercultural Education, Des Plaines, IL.; Stanley Foundation, Muscatine, Iowa.
Monograph summarizing the results from a 3-day conference on community colleges and globally competent learners. Participants' conclusions include providing a definition of a globally competent learner. The report also establishes requirements for effective global education efforts. The current status of global education in community colleges is then reviewed, examining partnerships, faculty development, curriculum enhancement, and diversity, and forces hindering attempts to globalize are reviewed related to attitudes, practices, priorities, and marketing. Strategies are then provided for countering these obstacles and for beginning or expanding globalization efforts.

Educating for Global Competence: America's Passport to the Future. (1998) Washington D.C.: American Council on Education, Commission on International Education.
This report addresses people in economic, business, political and non-profit sectors to demonstrate the importance of international education cooperation to the development of our economic and political future. It itemizes ways in which this change can occur through Federal support, state and local government support,

business community support and colleges and universities strengthened commitment to provide all students with appropriate international and global competencies.

Edwards, Jane; Tonkin, Humphrey R. (1990, Summer). Internationalizing the Community College: Strategies for the Classroom. *New Directions for Community Colleges*; vol. 18 no. 2 pp.:17-26
This article maintains that institutionalizing international education begins at the course level. It considers strategies for adding an international component to community college education, including incorporating international modules into existing courses; revising the requirements for particular majors; and reforming the general education curriculum.

Eisenberg, D. U., Ed. (1992). *The Future of Foreign Language Education at Community, Technical and Junior Colleges.* Washington, D.C.: American Association of Community Colleges, Special Report No. 1.
This monograph highlights the importance of community colleges to make the study of foreign language a priority. It includes the AACC Board-approved policy statement and five papers on such key foreign language topics as proficiency goals, use of technology, foreign language instruction across the curriculum and articulation.

Eisenberg, D. U., Mahoney, J.r. and Labib, N., Eds. (1992) *Improving Foreign Language Education at Community Colleges.* Washington, D.C.; American Association of Community Colleges, Special Report no. 5.
This monograph contains case study reports form the 15 community colleges that participated in AACC's first year, "Improving Foreign Language Education at Community Colleges Project." Included are papers on foreign language education as teaching for proficiency, teaching Spanish to Hispanic bilinguals, and using native speakers to supplement classroom learning.

Eisenberg, D.U., Mahoney, J.R. and Labib, N., Eds. (1995) *Advancing Foreign Language Education at Community Colleges.* Washington, D.C. American Association of Community Colleges, Special Report No. 7.
This monograph contains case histories of 21 colleges that participated in the AACC second year "Improving Foreign Language Education at Community Colleges Project." The case histories demonstrate model approaches to strengthening and enhancing foreign language education.

Elsner, Paul A., Joyce S. Tsunoda, Linda A. Korbel. (1994, November). "Building the Global Community: The Next Step" *Points of Departure for the American Council on International Intercultural Education/Stanley Foundation Leadership Retreat*, (November 28 - 30, 1994)
This monograph reports on the ACIIE/Stanley Foundation retreat where invited community college leaders participated. Discussion centered on defining international, Intercultural and global education and on providing strategies for internationalizing the college.

Elsner, Paul A., and Joyce Tsunoda. (1994, June). "International Education and Multicultural ism in the Community College" Position Paper, Washington D.C.: ACIIE, (June 1994).
This position paper describes international and multicultural education in American Community Colleges. Selected colleges are highlighted as case-studies.

Emerson, Mary L.; Newsom, Ron W. (1995, Nov.-Dec.). "Further Defining the Role of the Community College: A Model Taxonomy for International Education Programs." *Community College Journal of Research and Practice*; vol. 19 no. 6: P.G. 501-16
This article describes a project to develop a model taxonomy of exemplary international education (IE) operations from the literature and apply it to 65 Texas community colleges to determine the extent that they provide international education. Indicates that the model practices existed in few of the colleges, with only three colleges having all of the components.

Falcetta, F.M., Ed. (1993, Summer), "Why International?" *Community Services Catalyst*, vol. 23, no. 3: pg. 27-29.
This article discusses the benefits of international programs at community colleges based on the experiences of Middlesex community College in Bedford , Massachusetts.

Farland, Ronnald; Cepeda, Rita. (1989). *Report of a study of ""study abroad"" programs, 1984-88.* California Community Colleges, Sacramento. Office of the Chancellor: Sacramento
Report describes a 1989 study that evaluated California study abroad programs. Findings included participation in study abroad by 36 district colleges and student demographics. Based on study findings, a series of study abroad guidelines were developed, covering college policies and/ or procedures, faculty selection, student access, security and safety, contractor selection, and promotional materials.

Fersh, Seymour. (1989). *Learning about Peoples and Cultures. Peoples and Cultures Series. Textbook and A Guide for Teachers.* Brevard Community College Publications: Brevard
This textbook and accompanying teacher's guide are one in a set of nine designed to teach students a process for studying other cultures as ""insiders"" rather than as ""outsiders."" The student text contains units on "Changing Views of Ourselves in the Universe"; "Seeing Each Other as Outsiders and Insiders"; "Considering Why Human Viewpoints Differ"; "Communicating with Each Other"; and "Perceiving Cultural Patterns in New Ways." The teacher's guide explains the overall organization of the student text, suggests overall course activities and activities for each unit, and lists sources and resources.

Fersh, Seymour. (1990, Summer). "Adding an International Dimension to the Community College: Examples and Implications." *New Directions for Community Colleges*; v18 n2 p67-75
This article provides examples of nine community colleges with strong international programs. Identifies resources to help administrators interested in initiating international education programs. Discusses the value of an international component in general education to help individuals transcend cultural conditioning.

Fersh, Seymour. (1990). "Asian Studies: Orienting the Student, Process and Content." Brevard Community College Publications: Brevard.
This paper suggests that the teaching world history from an Euro-centric and Western-centric approach does not help students to understand and develop insights about the contemporary world. The context within which current events occur is more important than simply teaching about specific facts. The process of learning must be considered along with course content when studying other cultures, because approaches to learning may determine what conclusions are reached. Case study of Asian Studies is provided.

Fersh, Seymour. (1993). "Integrating the Trans-National/Cultural Dimension." *Fastback Vol. 361.*
This monograph emphasis the integration of trans-national and cultural studies into education at all levels. "Trans-nation/cultural dimension" is a holistic educational environment that helps people transcend culture-conditioned, ethnocentric perceptions and behavior. A section describes the narrow political/military historical approaches to foreign area studies in the United States that were before 1940; the ethnocentric efforts mirroring the country's global presence that were initiated after World War II; and recent efforts to focus on the ways that cultures are interrelated. This section also highlights the increasing diversity of the nation's population and the importance of appreciating differences among cultures. The next section describes approaches to implementing the trans-national/cultural dimension, including a focus on students and their reaction to material for younger students, on the process of instruction for slightly older students, and on content for older high school or college students. The next section emphasizes the importance of integrating the trans-national/cultural dimension into the educational system to enable students to adapt to the diversity and change of the modern world. The final section presents addresses for 47 institutions providing cultural services and materials.

Fersh, Seymour. (1997). *CCID/MCK=Twenty Years of Creative Progress in International Education.* "Twenty Years of Worldwide Partnerships." Community Colleges for International Development, Inc.: Florida.
Monograph details the mission and history of the consortium, Community Colleges for International Development. Descriptions begin in the late 1970s with it's first contacts abroad with Taiwan and Surinam to it's current growth in activities and memberships in 1995, including creation of educational programs and services on-line through a "virtual" campus to inclusion of new category of institutional relationship called the Affiliate.

Fersh, Seymour, Ed.; Furlow, Richard H., Ed. (1993). *The Community College and International Education: A Report of Progress. Volume III.* Brevard Community College: Brevard, Florida.
Third in a series of reports on international education efforts at individual community colleges, this volume details international education efforts at the College of DuPage in Illinois and at selected community colleges throughout the United States who have been recipients of Title VI grants. Part I includes "Integrating the International/Intercultural Dimension," (Maxwell C. King and Seymour H. Fersh) which discusses the relationship between international and intercultural education, reviews progress made by colleges and consortia in the international education arena, and identifies basic sources and resources. Information on the U.S. Department of Education's Center for International Education, the ERIC Clearinghouse for Junior Colleges, the American Council on International/ Intercultural Education, the College Consortium for International Studies, and Community Colleges for International Development, Inc. are also provided. Part II discusses the International/Intercultural Education program at College of DuPage, including the Title VI proposal, and sample instructional modules and courses that resulted from participation in the grant.

Fersh, Seymour and James Humphrys, eds., (!992). *A Report of the Caribbean Conference Midlevel Manpower Technical/Vocational Training Projects*. Organization of American States, Republic of Suriname, (Cocoa, Florida: CCID,
Monograph details the mission and history of the consortium, Community Colleges for International Development. Highlights are on Technical/ Vocational Training Projects in the Republic of Suriname.

Florida State Department of Education. (1991). Directory of International Education Resources in Florida. Tallahassee: Office of International Education. This directory highlights international programs and activities found in Florida's public schools, community colleges, universities, state agencies and international associations.

Franco, Robert W., Ed.; Shimabukuro, James N., Ed. (1995). *Beyond the Classroom: International Education and the Community College. Volume I: Internationalizing the Curriculum with an Asian-Pacific Emphasis*. University of Hawaii Press: Hawaii
Part of a four-volume set in which community college educators discuss successful implementation strategies to internationalize the educational experience. Book I highlights seven different strategies for integrating an Asian-Pacific emphasis into the curriculum. Chapters include: 1) "Developing and Establishing an International Studies Program," (Theo S. Sypris); 2) "The Humanities Department's Asian-Pacific Focus," (Robert Fearrien and Loretta Pang); 3) "Hawai'i's People: Social Science 120," (Jane Fukunaga and Robert Fearrien); 4) "Asian-Pacific Emphasis in the Social Sciences," (Jane Fukunaga); 5) "Designing an Asian Perspectives Course," (Jane Fukunaga and Loretta Pang); 6) "Developing Pacific Islands History," (John Cole); 7) "Developing a Pacific Islands Course and a Track of Studies," (Robert Franco); 8) "Internationalizing the Language Arts Curriculum," (Louise Pagotto); 9) "Mathematics and Natural Sciences," (Charles Matsuda); 10) "Upgrading the Sales and Marketing Curriculum with an Asian-Pacific Emphasis," (Irmagard Kop Davis); 11) "Internationalizing the Curriculum in Food Service and Hospitality Education," (Kusuma Cooray); 12) "Internationalizing the General Education Curriculum," (Dick Mayer); 13) "Developing Leeward Community College's Japan Studies Program," (John Conner); 14) "Hawaiian and Pacific Studies at Leeward Community College," (Leialoha Apo Perkins); and 15) "Developing a Marianas Pacific Studies Program," (Barbara Moir).

Franco, Robert W., Ed.; Shimabukuro, James N., Ed. (1995). *Beyond the Classroom: International Education and the Community College. Volume II: Internationalizing the Campus Environment*. University of Hawaii Press: Hawaii.
Volume II of the four volume series considers the challenges, pitfalls and rewards of creating campus environments with rich international and intercultural programs and activities. Concluding comments discuss similarities and differences in successful implementation strategies of the colleges. Includes: 1) "Developing an Intercultural Center," (Donna E. Willoughby); 2) "Developing a Foreign Student and Immigrant Program," (David Wong); 3) "Internationalizing KCC's (Kapiolani Community College's) Campus," (Loretta Pang); 4) "Creating an International Campus through Student Advising," (Robin Fujikawa); 5) "Celebrating Our Multicultural Origins,"(Jane Fukunaga) 6) "A Supportive Environment for International Students," (Regina V. Ewing); 7) "The New American," (Frank Noji); 8) "Developing Library Support for Kapi'olani's Asian-Pacific Emphasis," (T. D. Webb); 9) "The Maile Aloha Singers," (Robert Engle); 10) "Filipino Student Transfer Programs," (Ernest Libarios & Danilo Campos); 11) "Internationalizing the Technical College Campus," (Carolyn Mewhorter); and 12) "A Tapestry of Possibilities: Internationalizing the Campus Environment," (Su Cutler).

Franco, Robert W., Ed.; Shimabukuro, James N., Ed. *(1995). Beyond the Classroom: International Education and the Community College. Volume III: Creating Institutional Links in Asia and the Pacific*. .University of Hawaii Press: Hawaii.
Volume III of the four volume series addresses the development of programmatic links among five two-year colleges and institutions in Japan, Taiwan, the People's Republic of China, Australia, American Samoa, the Federated States of Micronesia, Belau, and the Commonwealth of the Northern Marianas Islands.

Franco, Robert W., Ed.; Shimabukuro, James N., Ed. *(1996). Beyond the Classroom: International Education and the Community College. Volume IV. Working with Local Business To Enhance Asian-Pacific Understanding*. University of Hawaii Press: Hawaii
Final volume in a four-volume series which focuses on the growing importance of community colleges in providing short-term, intensive training in international business and intercultural communication to meet the identified needs of local business. Concluding comments discuss successful implementation strategies of the various colleges. Includes: 1) "The Emerging Role of Community Colleges in International Business Training," (Thomas Snyder); 2) "The World Trade Center Institute," (Charlanne T. Nee); 3) "Enhancing Asian-Pacific Understanding in Hawai'i's Business

Community," (Sharon Narimatsu); 4) "International Business Education and Training for the Fox Cities Area," (James Pierce); and 5) "Working with Local Business in the Kalamazoo Area," (Theo S. Sypris).

Gitomer, D.H. (1994). "Learning by Doing What?" *American Educator*, Vol. 18: 34-35
This article highlights the benefits of college study abroad programs.

Goodwin, Craufurd D.; Nacht, Michael. (1991). *Missing the Boat: The Failure To Internationalize American Higher Education*. Bunker Hill Community College Publications: MA.
The book reports describes the results of an investigation into internationalization of the institution from the experiences of faculty from Wheaton College, Norton, Massachusetts; Bunker Hill Community College, Boston, Massachusetts; Lewis and Clark College, Portland, Oregon; University of Washington, Seattle, Washington; and the Colorado School of Mines, Golden, Colorado. Chapters examine historical trends, faculty characteristics, costs and benefits, campus attitudes, obstacles and policy implications.

Greene, William, (1990, Summer). "Developing American Two-Year College Programs Abroad" *New Directions for Community Colleges*; v18 n2 p57-65
This article provides examples of community colleges that offer instructional programs in foreign countries, often in cooperation with a college or university in the host country. Identifies academic quality, parallel course planning, program evaluation, and effective communication with four-year institutions as essential to the continued growth and development of such programs.

Greenfield, Richard K., Ed. (1990, Summer);. *Developing International Education Programs. New Directions for Community Colleges*, Number 70.; *New Directions for Community Colleges*; Vol. 18 No. 2 .
Special edition journal contains eleven essays which discuss ways of developing reasonably effective international education programs. Articles include: 1) "Lessons from the Past in Developing International Education in Community Colleges,"(David G. Scanlon); 2) "Internationalizing the Community College: Strategies for the Classroom," (Jane Edwards and Humphrey R. Tonkin); 3) "The Effective Development of Nontraditional Study-Abroad Programs," (William K. Spofford), which examines study abroad programs for college sophomores and seniors as well as students without foreign language proficiency; 4) "Facilitating Faculty Exchange," (Brenda S. Robinson); 5) "Consortial Approaches to International Education," (John J. McLean), which examines a consortium offering overseas study opportunities; 6) "Developing American Two-Year College Programs Abroad," (William E. Greene); 7) "Adding an International Dimension to the Community College: Examples and Implications," (Seymour H. Fersh), which focuses on nine community colleges with strong international programs; 8) "Foreign Technical-Assistance Programs,"(Maxwell C. King), which describes a community college consortium's efforts to provide technical assistance to underdeveloped countries; 9) "Effective Support Services for International Students," (Martin J. Tillman); 10) "Developing the Campus-Community Link in International Education,"(Gail A. Hochhauser), which examines programs to involve both foreign and U.S. students in international education; and 11) "Sources and Information: Internationalizing the Community College,"(Ruth I. Cape and Anita Y. Colby), which presents an annotated bibliography of recent ERIC documents and journal articles on international education.

Haakenson, Paul. (1994). *Recent Trends in Global/International Education*. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
The ERIC Digest discusses recent trends in global or international education, with a concentration on environmental issues, tele-communications networks and international trade. Emphasizes internationalization of the curriculum and integration of foreign language programs. Identifies six trends for continued growth and support: 1) expanding the international components of social studies at the elementary and middle school levels rather than only at the high school level; 2) developing standards for global education; 3) developing materials, curriculum designs, and staff development programs in global education under several projects; 4) increasing attention to global perspective in teacher preparation programs; 5) attempting to promote global education through state efforts; and 6) providing computer networking resources that focus on international communications and information exchange.

Harari, Maurice. (1989). "Internationalization of Higher Education: Effecting Institutional Change in the Curriculum and Campus Ethos" *Report # 1 of the Center for International Education*, CSULB (Long Beach: CSULB, 1989).
This monograph highlights the Center for International Education at CSULB which was designed to stimulate, plan, organize, develop, and administer a series of programs and services to deepen the international

dimensions of the instructional, research, and public service functions of the California state university at long beach. It works with varied university constituencies, the community, external agencies, and overseas institutions in the fulfillment of the university's international mission. Program priorities include: (1) internationalization of the curriculum; (2) services for foreign students at the university; (3) assistance in administering and broadening study abroad programs; (4) promoting international exchange of students and faculty; (5) promoting cooperative programs with the local business community, k-12 teachers, and the international community council; (6) administration of an American language institute to assist non-native speakers with language needs; (7) promotion, assistance, and administration of international faculty exchanges; and (8) promoting international and intercultural understanding on campus through a variety of educational programs.

Harris, Zelema M. . (1995). "Leadership for Creating Community within Institutions." *ERIC No. ED387174*
This paper describes the role of community college leadership in building successful programs. Uses examples from Parkland College, in Illinois, in which international education efforts stemmed from faculty recognition of the global marketplace and the making of budget decisions based on recommendations from a planning committee composed of representatives from every employee group.

Hatton, Michael J. (1995, Sept./Oct.). "Internationalizing the Community College." *Community College Journal of Research and Practice*; vol. 19 no. 5 pp.: 453-70
This article discusses objectives involved in internationalizing the community college by highlighting curriculum development, faculty exchanges, studies abroad, recruiting foreign students, and providing technical assistance. Describes the technical assistance efforts of the Association of Canadian Community Colleges and the Canadian College Partnership Program.

Hatton, Michael. (1996, Spring). "International Training: Opportunities for Community Colleges & Technical Institutions." *Catalyst* vol. 25 No. 3: 5-9
Article discusses the benefits and risks of community colleges and technical institutions to provide overseas technical assistance in workforce development and training. Describes two types of technical assistance (i.e., International Funding Organizations and fee-for-service, in which clients pay for service directly), providing examples of each operated by Ontario's Humber College.

Hecht, Irene S.D. (191). What's New in International Education? *Educational Record*, Vol. 72: 16-19
Article that highlights changes in international education programs. Describes how system-wide changes are essential in order to ensure successful endeavors. Article also emphasizes business and free-market economics interactions and the privatization of international education program support.

Heginbotham, S. (1994, October 19) "Shifting the Focus of International Programs. *The Chronicle of Higher Eeducation*: October 19: A 68
This article describes successful international education as those ventures that are connected to private business emphasis and privatization. It is seen that private business capital will support these programs and thereby alter the college institutions at large.

Hoffa, William. (1998). *Study Abroad: A Parent's Guide*. New York: NAFSA: Association of International Educators.
This book offers advice on how to select and apply for programs, arrange for financial aid and scholarships as well as practical information on safety issues, budgeting, communicating, packing and health insurance. Sections also highlight making cultural adjustments, getting internships overseas and building career options into the oversees experience.

Humphrys, J. G. And Koller, A.M., Jr. Eds. (1994, December). *Community Colleges for International Development, Inc.: The Vision and the History, 1976-1994*. Brevard, Florida: CCID, Inc.
Book delineates the history of CCID, a cooperative endeavor which promotes international development, it's organizational structure, operational policies and scope of activities. The book examines the formative years in the late 1970s with collaboration from Brevard, Bunker Hill, Delaware Technical, Florida Junior College, and Navarro Community Colleges to develop opportunities for international education, to its expansion to nine colleges and training agreements with Taiwan and the Republic of Suriname. The early 1980s highlights the educational exchange of CCID-member students with West Germany, the training of Suriname students and teachers at CCID institutions, and the expansion to 11 members in 1985. The late 1980s reviews student and faculty exchange programs in Europe. The early 1990s describes CCIE reactions to global events and subsequent projects in Eastern Europe, Suriname, Russia, and Taiwan, as well as the expansion to 21 full and 41 affiliate members.

Hurst, Darrell, Ed. (1998). "VCCA Journal" *Journal of the Virginia Community Colleges Association* Volume 3, Numbers 1 and 2
This special journal highlights Virginia Community College programs and activities and abstracts from the Fifth Annual Convention of the Virginia Community Colleges Association. Articles include: 1) "The alliance for excellence: a model for articulation between the community college and the black church,"(Ervin Griffin); 2) "The Piedmont expansion program: community colleges in international trade," (Eduardo A. Peniche; 3) "Using video in the foreign language classroom," (Carroll Yoder); 4) "The community college and the international community." and "Educating faculty for international education: a community college experiment,"(Mary Ruth Clowdsley); 5) "An educational exchange between Piedmont community college and Escola Technica Tupy," (David I. Priddy and Raymond F. Brogan); 6) "Central Virginia community college (CVCC) in the in the global village: a multifaceted effort," (Eduardo A. Peniche); 7) "International education at small, rural community colleges in Virginia," (Quintin S. Doromal, Jr., and Charles R. King); 8) "International education at Virginia Western community college (VWCC),"(Charles Downs);" 9) "How VWCC got the international education spirit: a case study," (Rita Krasnow); 10) "The valley and beyond: the neighborhood expands," (Nancy Sandberg); 11) "The Miami-Dade community college international mission: focus on curriculum," (Karen A. Paiva); and a bibliography on international education.

Kee, A.M. and Mahoney, J.R., Eds. (1995). *Multicultural Strategies for Community Colleges: From Diversity to Synergy.* Washington, D.C.: American Association of Community Colleges
This monograph offers a compilation of programs and services outlining successful hands-on programs at specific colleges for multicultural education. Abstracts are divided into sections on students, faculty, administrators and campus.

Kelleher, Ann. (1996). *Learning from Success: Campus Case Studies in International Program Development.* Worcester Polytechnic Institute, Studies in Science, Technology and Culture Volume 15. Worcester Polytechnic Inst.: Mass. Peter Lang Publishing, Inc: New York.
This book provides comparative examples of undergraduate international education in curriculum, study abroad, community outreach, faculty development, and international students. Highlighted programs had to have a distinctive characteristic, include a significant number of participants; been in operation for at least 5 years; be an institutional program; and have produced a successful spinoff. Community College articles include: "Educating for a More Just World," Augsburg College (Minnesota); "Establishing an Overseas Learning Center for Local Students," Brookdale Community College (New Jersey); "Producing International Managers," Capilano College (British Columbia, Canada); "Sponsoring Individual Student International Projects," Davidson College (North Carolina); "Enabling Cultural Learning with Ethnographic Projects," Earlham College (Indiana); "Requiring an Overseas Study-Service Experience," Goshen College (Indiana); "Learning in Jamaica through Mutual Human Development," Hollins College (Virginia); "Making International Study Available for All Students," Kalamazoo College (Michigan); "Applying Telecommunications Technology," Ramapo College of New Jersey.

King, Maxwell C. (1990, Aug-Sept.). "The Community College's International Vision." *Community, Technical, and Junior College Journal* Vol. 6 No. 1 pp: 37-40.
This article traces the growing involvement of community colleges in international education projects by highlighting the role of the consortium, Community Colleges for International Development (CCID). It focuses on foreign technical assistance programs, and community college cooperation with foreign companies and international organizations. A highlighted section is on outreach efforts in India. It underscores the special international responsibility of community colleges.

King, Maxwell C. (1990, Summer). "Foreign Technical Assistance Programs" *New Directions for Community Colleges*; v18 n2 p77-85
This article describes the efforts of the Community Colleges for International Development (CCID) consortium to provide technical assistance in Taiwan, Surinam, the Republic of China, and other countries. Highlights separate projects of CCID members, community college programs with companies and international organizations, and the results of community college outreach in India.

King, Maxwell C. (1995). *Distance Learning and Technology Plan.* Brevard Community College Publications: Cocoa, Florida.
This monograph reviews the enrollment, social and workplace trends, and institutional capabilities to determine opportunities, barriers, and implications for the institution in implementing distance education (DE) and instructional technology. Trends analyzed included enrollment shifts toward older students, economic needs for increased workforce retraining, and technological innovations in the workplace. To help determine opportunities for DE created by these trends, two

national studies of college practices were reviewed, finding an increasing number of connections to the Internet, widespread offering of DE courses, and predicted increases in courses using electronic materials and distance technologies. Barriers identified included resistance to change among the culture that defines education as a classroom process rather than a learning-centered process and the need to increase the emphasis on customer service and value-added benefits. Based on these analyses, BCC developed recommended strategies and goals for implementing DE and technological innovation and developed a Distance Learning and Technology Plan. The Plan addresses institutional strategies related to technological innovations, including television systems, satellite service, computer-assisted instruction, and the Internet; curricular strategies; and learner support strategies. The Plan also addresses inter-institutional strategies for the 54 Florida community college campuses related to telecommunications infrastructure, hardware and facilities, and technology-based and DE courseware development, as well as strategies for forming DE partnerships.

King, Maxwell, C. T. Crouse, J. Dubois and C., A. Koller. (1996). "The Virtual Campus: a Higher Education Transformational Model" Atlanta, GA: *American Association of Community Colleges. 76th Annual Convention, April 14, 1996.*
This paper present information on the virtual campus and the role of international development in this new arena.

King, Maxwell C. And Fersh, Seymour H. (1992). *Integrating the International/Intercultural Dimension in the Community College.* Association of Community College Trustees, Washington, DC.; Community Colleges for International Development, Inc.
This six-part report focuses on the role, programs and uses involved in community colleges promoting international/ intercultural education (IIE). The implications for general education and strategies for implementation are provided. The American Association of Community and Junior Colleges (AACJC) and the Association of Community College Trustees efforts to promote an international/intercultural dimension are highlighted. The chapter, "Relationship of International and Intercultural Education," examines the effects of ethnic diversity within community colleges, and within the United States, citing changing perceptions of ethnic heritage, and growing support for multi-ethnic education. Finally, case studies of AACJC-Kellogg Beacon College Projects; the Asian Studies Institute at the East-West Center, in Honolulu; international trade, specialized study, and study abroad programs at Brevard Community College, in Florida; the ACIIE, CCID and other state consortia. References to over 40 organizations and multi-media resources for IIE is included.

King, Maxwell C. and Koller, Albert M., Jr. (1995, June/July). "Emerging Opportunities in International Education." *Community College Journal*; vol. 65 nu. 6 p.: 20-25
This article describes the development and activities of Community Colleges for International Development, Inc. (CCID), a 70-member consortium of community colleges promoting global economic development through postsecondary international education. Provides brief descriptions of CCID programs in Suriname, Guyana, Russia, Hungary, the Czech Republic, Taiwan, India, and Thailand. Article describes the development and activities of CCID by illustrating many of its international activities

King, Maxwell C., A. Koller and S. Eskow. (1995). "World Community College: Using Technology to Provide Interactive, Comprehensive, Personal Learning" *Vision: The Journal of Applied Research for the Florida Association of Community Colleges.* Tallahassee, Fl.: Florida Association of Community Colleges, Winter, 1995.
The Article presents information on distance learning and the virtual college via the CCID affiliated World Community College.

Kintzer, F.C. (1992). "Higher Education Beyond the U.S.: A Glimpse of Short-Cycle Higher Education in Other Countries." *Community/Junior Community College Quarterly* Vol. 16 No. 1
This article describes the nonuniversities growth in countries around the world. Discusses the need for such programs as well as their popularity.

Kintzer, Frederick C. (1994, August). "Higher Education Approaches the 21st Century: New Perspectives on Nonuniversities" *Presentation to the Nova Southeastern University*
This presentation highlights the role of the nonuniversities, their structure and reasons for why they are proliferating worldwide.

Kintzer, F.C., Ed. (1995, May/June). "International Development in Higher Education: New Perspectives on Non-universities." *Community College Journal of Research and Practice*, vol. 19, no. 3 pgs: 235-246.
This article describes higher education systems in other nations with their non-university programs, including Russia, Belarus, Germany, Hungary, Czech Republic, Slovakia, Slovenia, Japan, Taiwan, Australia, New

Zealand, and Mexico and compares their programs to American community colleges.

Koller, Albert M. Jr. (1997). "Linkages for Interactive Transnational Education" Beyond Brick and Mortar. Cocoa, Fl.: *Community Colleges for International Development, Inc. National Workshop, March 18-21, 1997.*
This paper describes international development projects and exchanges between different countries. Highlights are on distance learning, virtual university and new forms of linkagages.

Langenberg, D.N. (1997, September). Diplomas and Degrees are Obsolescent *The Chronicle of Higher Education*: September 12: A 64.
This article examines study abroad as an alternative form of education that is now not only available to all students through the community colleges, but because of this access is changing the college institution itself.

Lim, Gill-Chin, Ed.; And Others. (1995). *Strategy for a Global University: Model International Department Experiment*. Michigan State University Press: East Lansing, Michigan
This volume contains three case studies and additional information documenting and examining Michigan State University's (MSU) Model International Department Experiment (MIDE), a program designed to encourage internationalization efforts in curricula, research, public service, and outreach activities. Chapters include: 1) "Introduction: The Rationale for Internationalization" (Gill-Chin Lim), presents the reasons for internationalization and discusses global trends, problems in United States higher education, combined benefits of eastern and western thinking, and strategies for the future; 2) "Department of Sociology Case Study" (Christopher K. Vanderpool), describes that unit's efforts to infuse international content into all undergraduate and graduate courses; 3) "Urban and Regional Planning Program" (Roger E. Hamlin), covers the four-phase process for internationalizing the urban and regional planning program; 4) "Merchandising Management Program" (Linda K. Good), describes a five-stage plan to internationalize the merchandising management curriculum; 6) "Building the Global/International University for the Future" (Christopher K. Vanderpool and Roger E. Hamlin). Eight appendixes contain a bibliography on global education and information on: steps to internationalization, organization of studies and programs, global competence grants, a workshop on curriculum internationalization, new initiatives, mission and direction of international studies.

Levin,-David-N. (1997). "Enhancing Community College Connections with the United States Information Agency: Opportunities in International Education and Exchange." *Plenary address given at the Annual Community Colleges for International Development Conference (20th, Orlando, FL, February 2-5, 1997).* United States Information Agency: Washington, DC.
This address acknowledges the role that community colleges, with their experience working with diverse clients and international institutions can play to enhance USIA programs and activities. Programs run by the USIA fall into three categories: academic programs, programs that bring international visitors to the United States, and citizen and professional exchanges. The flagship of the USIA's exchange efforts is the Fulbright program, consisting of three components: a grant program supporting U.S. scholars working abroad, a teacher exchange program, and a study abroad program for U.S. students. The Agency also runs the College and University Affiliations program, awarding grants to colleges to develop or expand linkages to institutions abroad, and supports over 400 offices abroad that provide information on U.S. colleges. Finally, the Agency operates the Office of Citizen Exchanges, providing grants to support exchanges with community organizations, professional associations, and colleges. These programs can provide opportunities for community college students, faculty, and staff to interact with visitors from other countries and can lead to long-term programs between host colleges and institutions abroad.

Merryfield, Merry. (1995). *Teacher Education in Global and International Education. ERIC Digest*: Los Angeles.
This paper defines global education and international education as tools needed to develop the knowledge, skills and attitudes that are the basis for decision making and participation in the world characterized by cultural pluralism, interconnectedness and international economic competition. These guidelines have now been mandated by the National Council for Accreditation of Teacher Education (NCATE). Considerations for educating teachers to internationalize the curriculum are noted as are connections between global education and multicultural education.

Mellander, G.A., and Mellander, N., Eds. (1994, August). *Towards an Hungarian community College System*. ERIC Document Reproduction Service No. ED 375870.
Report based upon the experiences of researchers visiting Hungary in summer 1994, highlights issues of the adaptability of American community colleges to the

developing Hungarian post-secondary educational system.

Mestenhauser, Josef A. and Brenda J. Ellingboe. (1998). *Reforming the Higher Education Curriculum: Internationalizing the Campus.* Phoenix: American Council on Education: Oryx Press.
Collection of papers that illustrates why institutions of higher learning must think beyond American social, cultural and economic borders. Papers explore how a college or university can plan and implement a system wide program for internationalizing the curriculum, not only from the perspective of specific international programs, but throughout the entire university. Authors address this issue from a variety of perspectives, recommend general approaches for doing so, and crate an outline for internationalization of courses in various disciplines. Also provided are suggestions for internationalizing faculty thinking and assessing student outcomes for international programs. Chapters include: 1) Portraits of an International Curriculum: An Uncommon Multidimensional Perspective (Josef A. Mestenhauser); 2) "Culture in Curriculum: Internationalizing Learning by Design" (Kerry Freedman); 3) "The Impossibility of Internationalizing students by Adding Materials to Courses" (Marion L. Lundy Dobbert); 4) "Global academics as Strategic Self-Organizing 'Think Tanks'" (Arthur Harkins); 5) "The Role of Foreign Languages in the Internationalization of the Curriculum" (Michael Metcalf); 6) "Teaching about Cognition and cognitive Development: How to Internationalize the topic" (Herbert Pick); 7) "Internationalization through Networking and Curricular Infusion" (John Cogan); 8) "Mind Opening through Music: An Internationalized Music Curriculum" (C. Victor Fung); 9) "Internationalization of Course Work in Soil Science and Agronomy" (Peter Graham); 10) " Explaining Ourselves through Others' Cultural Visions: A Mini Course on America" (Harvey Sarles); 11) "Curriculum by Bytes - Using Technology to Enhance International Education " (R. Michael Philson); 12) "Internationalization through he Lens of Evaluation" (Susan Lewis English); and 12) "Divisional Strategies to Internationalize a Campus Portrait: Results, Resistance and Recommendations from a Case Study at a U.S. University" (Brenda Ellingboe).

Mossberg, Barbara Clarke. (1990, May.) "Colleges Must Encourage and Reward International Exchanges" *The Chronicle of Higher Education*
This article utilizes the Chaos theory to explain trends in international exchanges. The Chaos theory suggests that chaotic looking behavior may manifest order in patterns visible from a distance and emphasizes dynamics of connection and bonds, has useful applications in understanding dynamic organization such as the university, which requires constant change and diversity. It can provide leaders with philosophy of practical optimism because problems are seen as parts of a thriving whole.

Noll, Cheryl L., Ed.; Graves, Pat R., Ed. (1996). "The Business Education Index 1996. Index of Business Education Articles and Research Studies Compiled from a Selected List of Periodicals Published during the Year 1996. Volume 57. *Delta Pi Epsilon Society*, Little Rock, AR.
This index, which was compiled from a selected list of 45 periodicals published in 1996, lists more than 2,000 business education articles and research studies. Internationally oriented articles are listed under the following subject categories and subcategories: basic business (international business); communications (multicultural presentations); general educational issues (international education); personnel issues (diversity); and teaching strategies (global/cultural awareness).

Norfleet, I., and Wilcox, B. L. Eds. (1992, August/September). "Internationalizing College Campuses" *Community, Technical and Junior College Journal*, vol. 63, nu. 1, pgs. 24-28
Article describes methods community colleges have used to create culturally diverse campuses, including recruiting foreign students, building global awareness, internationalizing curriculum, providing study abroad and faculty exchange opportunities and involving the community.

Norris, Donald. (1997). *Future Directions for Community Colleges: Strategies for the 21th Century.* New York, NY: The College board and PBS Adult Learning Service, Participant guide for Live Interactive Video, March 13, 1997.
Includes in the many strategies emphasis on building international competency skills.

Nunez-Cronk, Brunilda and Donna Willoughby. (1993). "Golden West College Intercultural Center." *Presentation made at the Western Regional International and Comparative Education Conference, Los Angeles, 1993.*
This presentation highlights the Golden West Community College Intercultural Center which was established to enhance campus-wide awareness of cultural diversity through services to immigrant and international students and the campus community. An Intercultural Task Force was first created involving members from all areas of the campus. Task Force members developed the IC mission statement and major goals, conducted a survey of the campus

community which indicated strong support for the mission and goals, and planned supporting activities.

Parnell, D. (1990) *Dateline 2000: The New Higher Education Agenda.* Washington, D.C.: Community College Press
This booklet highlights the connection between study abroad programs and curriculum revision and faculty support. Emphasis is on this connection as an on-going task and provides challenge for faculty involvement and adaptation by the college curriculum committees. Two predictions are found in the conclusion: 1) There will be an increase in number of branch campuses; and b) Faculty coordinators of international educational programs will be moved up in the collegiate hierarchy of importance.

Patterson, Judith. (1990). *Directory of International Education Resources: At League for Innovation Institutions.* International Business Center, Central Piedmont Community College, Charlotte, North Carolina
This monograph lists description of member college's international business programs and activities.

Pickert, S. (1992) *Preparing for a Global Community: Achieving an International Perspective in Higher Education* ASHE-ERIC Higher Education Report No. 2. Washington D.C.: The George Washington University, School of Education and Human Development. This report highlights the importance of global education in the curriculum, in faculty development and in college programs. Emphasizes the need for a range of support for these programs.

Pierce, David . (1997). *Legislative Summary of the 105th Congress, First Session.*
American Association of Community and Junior Colleges, Washington, DC.
This monograph is a summary of legislative activity in the First Session of the 105th Congress, which presented the American Association of Community Colleges' (AACC's) position on eight issues, one of which was funding for international education programs. For each issue, an AACC position statement and contact are provided.

Quimbita, Grace. (1989). "Internationalizing the Community College: Examples of Success." *ERIC Digest: Los Angeles. ERIC No. ED321833*
This paper illustrates how community colleges must institutionalize an international perspective into their curricula. Also discusses the importance of tapping into international students to help promote cultural awareness on campus and in the surrounding community. Provides case studies of Rockland Community College (RCC) and Brevard Community College which encourage foreign students to offer tutoring in their native languages and advice on travel to their homelands. Community college curricula can be internationalized through specifically designed courses or through the incorporation of lectures or assignments on global themes into existing courses. The nursing department at RCC, for example, has added a cross-cultural perspective to its curriculum by exposing students to local immigrant populations and the health issues affecting them. Some colleges bring an international flavor into their curricula through foreign language courses or study abroad programs. Work-study abroad programs offer career-oriented students a chance to gain employment experience and contacts while exploring another country. Another important aspect of an international curriculum is broadening the outlook of faculty and staff. This can be accomplished through travel study programs, faculty exchanges, and college consortia. The soundest advice for colleges attempting to internationalize their curricula is to relate new international ventures to the existing resources, programs, and mission of the college.

Raby, Rosalind Latiner. (1990). "Internationalizing the California Community College Curriculum" *Global Pages* Spring 1990 Vol. 8 No. 1
This article discusses the reasons why community college curricula needs to be internationalized and lists essential steps required to initiate that process.

Raby, Rosalind Latiner. (1992). "International Education and California Community Colleges" *The News* Community College League of California. (January/ February, 1992)
This article discusses the growth of international education among California Community colleges and highlights the work of the consortium, California Colleges for International Education.

Raby, Rosalind Latiner. (1992). "International Master Modules for Internationalizing the Curriculum: A General Catalogue" *Resources in Education* ERIC Clearinghouse for Junior Colleges. (Winter 1992)
This monograph describes the 1986 - 1990, LACCD internationalizing the curriculum project that was conducted in connection with the Title VI Grant funded to Pima Community College District. The Los Angeles Community College District (LACCD) approved a revised mission statement affirming the importance of multicultural, international, and intercultural collegiate experiences that foster individual and group understanding. LACCD's International Curriculum Project seeks to promote and support the development

of classes in international studies and the introduction of international components into existing classes. This catalogue presents summaries of over 175 International Master Modules that encompass over 60 disciplines and subject areas as well as new courses that reflect an international perspective. Grouped into 46 alphabetized disciplinary categories, each module includes the course title, instructor's name, institution, and a brief description of the course.

Raby, Rosalind Latiner. (1993). "Implementation of International Education at California Community Colleges" *The News* Community College League of California (September 1993) This article highlights the growth of international education among California Community colleges and highlights the work of the consortium, California Colleges for International Education. Depicts innovative programs such as non-traditional study abroad, international business and international development projects.

Raby, Rosalind Latiner. (1993). "Reducing International Illiteracy" *ACIIE Newsletter* Spring 1993.
This article discusses the need to have all community college classes incorporate international themes and dimensions into their curriculum. The work of the consortium, California Colleges for International Education in the area of internationalizing the curriculum is highlighted.

Raby, Rosalind Latiner. (1993). "Identity and Community Through Community College International Education," *Comparative and International Education Society Newsletter*, Florida State University Learning Systems Institute Press, Tallahassee, FL. APD (November 1993)
This article introduces the concept that community colleges not only can but are in greater numbers participating in international education programs. Defines the various types of programs and highlights the work of the colleges belonging to the consortium, California Colleges for International Education.

Raby, Rosalind Latiner. (1995). "Internationalizing the Curriculum: Ideals vs. Reality."
Paper presented at the Annual Conference of the Association of California Community College Administrators (19th, San Jose, CA, February 22-24, 1995).
This paper highlights international literacy as a crucial element for institutions of higher education, and especially for community colleges since they educate more than half of the adults in the United States, many of whom do not transfer to four-year universities. The best method for helping students achieve international literacy is through internationalizing the curriculum, or revising classes, programs, and general education requirements to include cultural and global concepts and theories of interrelationship. Three primary means by which the process of internationalization affects educational reform at community colleges are through general education reform, including content changes that include non-Western themes and revisions of the institution's mission and policy statements; faculty and administration rejuvenation, occurring through faculty exchanges and participation in international development programs and relying on active support by faculty and administrators; and diversifying the student body. Despite efforts for reform, progress has been slow, with only 14% of California community colleges having established international curriculum programs as of 1993. Many faculty and administrators remain opposed to the reforms. Also, due to economic constraints, new programs can be jeopardized and conflicts can arise among disciplines or departments. One solution may lie in merging international and multicultural programs/courses to coordinate these two programs' similar goals and activities.

Raby, Rosalind Latiner (1995) "Community College Models: Myth and Realities of Access and Equality: A Case Study of California, United States" in *UNISA Seminar on the University and Community College (Selected Papers)* University of South Africa Publications, Department of Comparative Education and Educational Management, UNISA, Pretoria (1995) This article highlights innovations facing California community colleges in terms of changes to the Master Plan of Higher Education and places it in a comparative context for a country that is in the initial stages of developing a community college system. Notable similarities exist between community college models in developing countries and those in California. While developing countries are creating community college models, California community colleges are reinventing themselves due to a battle for survival as enrollment conflicts with financial resources. Both face the dichotomy of being unable to maintain low cost/open access in fiscally difficult times which undermines the core open-access philosophy and place these much desired programs at risk.

Raby, Rosalind Latiner. (1996). "Internationalizing the Curriculum: New Perspectives in Implementation" *Resources in Education* March 1996.
This article presents a how-to catalogue of ways in which community colleges can begin to internationalize the curriculum. Analysis of different theories in the field is also presented. Inclusion of abstracts of sample modules from twenty disciplines is attached.

Raby, Rosalind Latiner, *California Colleges for International Education Annual Reports: 1988-1989; 1989-1990; 1990-1991; 1991-1992; 1992-1993, 1993-1994; 1994-1995; 1995-1996; 1996-1997; 1997-1998.* CCIE Publications: Los Angeles
These reports highlight the annual activities and diverse programs of the members of the consortium, California Colleges for International Education for each academic year. Details on how many colleges participated in individual programs, how many students in those particular programs and trends are highlighted.

Raby, Rosalind Latiner, and Norma Tarrow, Eds. . (1996). *Dimensions of the Community College: International, Intercultural, and Multicultural Perspectives. Garland Studies in Higher Education, Volume 6. Garland Reference Library of Social Science, Volume 1075.* Garland Publishing Inc.: New York
This two-part monograph provides a theoretical and practical analyses of intercultural and multicultural education programs. The first part describes inter- and multicultural educational programs in the United States and Canada and includes the following eight chapters: "International, Intercultural, and Multicultural Dimensions of Community Colleges in the United States," (Rosalind Latiner Raby); "Community Self-Help International Development Projects: A Humanistic Perspective," (Jean Cook); "From Aid to Trade: New Trends in International Education in Canada," (Daniel Schugurensky & Kathy Higgins); "Weaving the American Tapestry: Multicultural Education in Community Colleges," (Naomi Okumura Story); "Internationalizing the Curriculum: Ideals vs. Reality," (Rosalind Latiner Raby); "Study Abroad in the Pacific Islands: More Than an International Experience," (Sharon Narimatsu & Robert W. Franco); "Reform and Quality Assurance in British and American Higher Education," (Ruth Burgos-Sasscer & David Collins); and "Building Consensus for International and Multicultural Programs: The Role of Presidential Leadership," (Evan S. Dobelle & James H. Mullen). The second part explores the adaptation of the United States community college model in other nations and includes the following six chapters: "Culture, Technology, Development: Partners with a Price Tag," (Mathilda Esformes Harris); "The Role of the Community College in Countering Conflict in Multicultural Societies," (Cornelia H. van der Linde); "Assessing the Relevance of American Community College Models in Japan," (Tina Yamano & John N. Hawkins); "Egyptian Community Colleges: A Case Study," (Amin A. Elmallah, Kal Gezi, & Hassan Abdel Hamid Soliman); "Michlalot Ezoriyot--Regional Colleges in Israel: Challenges, Promises, and Prospects of an Alternative Model in Higher Education," (Yaacov Iram); and "A Review of Community College Development in South Africa," (Mbuyiselwa Silas Zuma).

Raby, Rosalind Latiner. (1998). "Community College Models: Ideals for Educational Reform" in *Introducing Community Colleges to South Africa*, ed. A. H. Strydom & L.O.K. Lategan, University of the Free State: Bloemfontein South Africa, (1998): 251-286.
This chapter examines redefinition of post-secondary education so that higher education becomes more readily available for the masses. A symbol of equitable higher education, the United States community college, is emulated by community college models throughout the world. Community college models educate non-traditional post-secondary students and idealize a means by which a new generation receives skills that will ensure employment, prosperity and peace for the next century. In many countries, the institutionalization of community college characteristics, most particularly open access, initiates educational reform. In an era of expanded educational reform for higher education, the role of the community college model cannot be ignored. This article highlights the characteristics of the community college model, analyzes the ideals that make the community college model attractive and emulated worldwide, and calls into question the symbiotic relationship of international development between donor and recipient community colleges worldwide.

Raisman, Neal A., Ed. . (1993, Spring). " Directing General Education Outcomes. New Directions for Community Colleges, Number 81." *New Directions for Community Colleges*; vol. 21 no. 1
This monograph highlights means of enhancing community college general education and thereby enhancing the fulfillment of collegiate missions and augmenting student learning. Some of the articles that discuss international and multicultural education are: 1) "Globalizing General Education: Changing World, Changing Needs," (Douglas P. Sjoquist), which discusses techniques for internationalizing general education; and 2) "General Education for At-Risk Students," (Laura I. Rendon and Janyth Fredrickson), which considers ways general education can be changed to ensure greater success for minorities;

Richards, T.F., ed. Ed (1994), October). *Today's Demands for Global Awareness: The Community College Dimension.* Brookdale, New Jersey: Broodakale Community College. ERIC Document ED 381-209.
This publication describes how an inadequate education in national and global concerns creates los political participation and general cynicism. It also explains how

internationale exchanges in education can illuminate the connections between world events and the day-to-day lives of students and teachers.

Robinson, Brenda S. (1990, Summer). "Facilitating Faculty Exchange" in *Developing International Education Programs*, ed. Richard K. Greenfield (San Francisco: Jossey-Bass Inc., Publishers, Nu. 70, Summer , 1990)
This article offers guidance on the development of international faculty exchange programs at community colleges, examining prerequisites to exchanges; type of exchange agreements; recruiting, screening, and selecting participants; visas and health insurance; predeparture and return briefings; communicating with incoming exchange faculty; postexchange activities; and hosting an overseas faculty member.

Roueche, Susanne D., Ed. (1990). "Innovation Abstracts." *Innovation Abstracts*: Volume XII, Numbers 1-30, 1990.;
This abstract series highlights innovative approaches to teaching and learning in the community college. Topics that highlight international and multicultural education include: 1) gender and racial balancing of course content; and 2) internationalizing the curriculum.

Rubin , A. (1995a, May) "Looking Abroad: How Two-Year Colleges are Becoming Deeply Involved in International Education. *The Chroncile of Higehr Education*: May 26: A 39
This article shows that study abroad is being more accessible to a broader spectrum of population than previously served by university study abroad programs.

Rubin, A. (1995b, November) "U.S. Enrollment in Study Abroad Programs Grows as More Students Head for Developing Nations" *The Chronicle of Higher Education*: November 10: A 40
This article suggests that are more students express interest in non-european countries and as more of these students are minority students, the more that study abroad programs will grow. Much of the growth is accredited to community college study abroad programs which have diverse student populations.

Rubin, A. 1996, July) Interns Abroad: Students are Going Overseas to Give Their Resumes a Foreign Touch. *The Chronicle of Higher Education*: July 5: A 43
This article shows that the increasing numbers of community colleges students in study abroad is significantly raising the number of all American students studying abroad. Also adds support for these programs with endorsement from businesses as well as from students who believe that on-the-job experience in another country, even if it is unpaid, is not only a positive life experience, but can make them more marketable upon their return to the U.S.

Rust, Joseph Henry. (1992). *Internationalization beyond the Curriculum: Rend Lake College as a Replicable Model of an Integrated Approach to Internationalizing the Community College Making Use of Existing Structures and Funding*. Rend Lake Coll., Ina, IL.
This monograph describes the Rend Lake College (RLC), Ina, Illinois, integrated approach to internationalizing its college community by utilizing existing structures and funding to create six programs designed to foster global awareness and understanding: 1) student study abroad opportunities in England, Austria or Mexico; 2) hosting foreign students on the RLC home campus; 3) faculty, staff and administrator exchange program, which sends participants to work with counterparts in Mexico and Europe for 2 weeks and hosts administrators from foreign countries; 4) faculty, staff and administrator professional development, including the Thailand Project, a 1-month set of seminars in Thailand for industrial technology instructors; 5) campus environment and community outreach programs that include an annual newsletter, a World Affairs Forum, and a Minority Student committee to arrange campus speakers, forums, and artistic events focusing on specific countries; 5) integrated approach to internationalization across the curriculum, including language programming, the use of the C-SPAN cable television channel, courses on Latin American culture, a learning resource center, and a proposal to send five faculty members and one administrator to the Training and Resource Center for International Education for Community Colleges in the Midwest, located at Kalamazoo Valley, Michigan.

Safman, Phyllis, Ed. (1995, March). "A Forum on Teaching and Learning in Utah Community Colleges." *Focus*. Vol. XII: pp.: 1 - 51
This article highlights teaching and learning motivations in Utah's community colleges. The articles that highlight international and multicultural education include: 1) "Culture, Logic and Rhetoric in the Multi-Cultural Classroom," (Phyllis Prawl); and 2) "Community Colleges and International Education: Broadening the "Community" in Community Colleges," (Victor Aikhionbare).

Salas, Dominador J. (1988). *Infusing International Experience into the Curriculum*. Princeton Univ., NJ. Mid-Career Fellowship Program.;
This monograph highlights international education in New Jersey's Raritan Valley Community College

(RVCC) which developed a number of courses and programs designed to infuse an international and intercultural perspective into the curriculum. Among the on-going projects of the college are: (1) the integration of a basic composition and an Introduction to Sociology course, using an international perspective to provide common content; (2) an international lecture series offered by on- and off-campus experts in the arts, humanities, and social sciences; (3) faculty exchange; (4) study abroad in the summer and semestral breaks; (5) non-credit mini-courses in international business and foreign languages; (6) holocaust studies with a global perspective; and (7) a six-unit course integrating Western Civilization and writing instruction. The RVCC experience in international education has evolved out of the perceived needs of the college community and the interests and expertise of faculty and administrators. Also discusses involvement in the New Jersey Collegiate Consortium for International/Intercultural Education.

Satterlee, Brian. (1996). "International Partnership in Educational Strategic Planning and Evaluation: The Muffles College Project." *Paper presented at the Annual Conference of the Community Colleges for International Development* (20th, Orlando, FL, February 2-4, 1997). This paper describes the Florida Association of Voluntary Agencies for Caribbean Action that was formed by the state's Governor to increase cooperation with Caribbean nations and provide on-site technical assistance and training in health, agriculture, social services, and education. In 1996, the Association conducted a project with Muffles College, a junior college in Belize, to develop a strategic planning workshop for the college's faculty, administration, and constituents and to develop and implement an institutional evaluation process for the college. The project resulted in the following outcomes: (1) the strategic planning workshop helped staff identify the college's internal strengths, such as the discipline of the administration and bilingual constituents, and weaknesses, such as the lack of resources and of opportunities for faculty development; (2) the workshop also helped identify changing external conditions related to political, social, economic, educational, demographic, and cultural factors; (3) external opportunities identified included the college's location and cooperative relations with industry, while threats included decreasing finances and a lack of employment opportunities for graduates; (4) an evaluation process was developed that will allow the college to demonstrate accountability and improve educational programs; and (5) the steps of the process include establishing the purpose of review, developing a methodology, developing criteria, establishing guidelines, conducting the review, and implementing any resulting recommendations.

Scanlon, David G. (1990, Summer). Lessons from the Past in Developing International Education in Community Colleges.; *New Directions for Community Colleges*; v18 n2 p5-16
This monograph presents a historical overview of the growth of international education programs in U.S. post-secondary education and trends in foreign student enrollments at community colleges. Presents brief descriptions of existing international education consortia. Chapter highlights include internationalizing the curriculum, study abroad, international student programs and the relationship of international education and international business.

Schertz, Leanne. (1993). *Multicultural ism in the 90's: Administrative, Faculty, and Student Perspectives.* Illinois Central College Mesoamerica: Ill.
This monograph describes the internationalization efforts of Illinois Central College (East Peoria, Illinois) in the college joined Community Colleges Humanities Association workshop to develop courses in "primarily third-world cultures." Three courses were developed (on the cultures and societies of China, Meso-America, and West Africa) and three campus-wide festivals were held. Challenges to accomplishing these changes included: "selling" the dean on the idea; dealing with faculty politics and fears; bringing faculty on board to work on course development and festival planning; finding ways to divert money from other parts of the budget; and developing staff. Major funding came from Individual Development Proposals; staff development funds from the college; and student activities funds. The first two campus-wide celebrations have been held and have generated excitement on campus. The planning committee is made up of a diverse group of over 20 students, faculty, staff, and community members. Alliances with community institutions were also formed. The key to the success of this curriculum development project was a visionary core group committed to the goal of internationalizing the campus, getting funds by diversion of existing money and so avoiding the need to raise new money, and quality professional development experiences. Problems include: lack of lead time for promotion of events the first year; outside speakers' lack of understanding of the audience; and territorial battles within the faculty.

Scott, Robert A. (1990). *Strategies for Internalizing Campus and Curriculum. AASCU Pocket Platform.* American Association of State Colleges and Universities, Washington, D.C.;

This paper presents six strategies to encourage international and multicultural education and in specific, internationalizing the curriculum and the campus as well as offer leverage for institutional change. Concludes with an examination of the principles used for international and multicultural education program development of a case study of Ramapo College of New Jersey. Roadblocks to change and the broad objectives and strategies used at Ramapo College to facilitate that change are discussed, as well as the assessment criteria needed to evaluate the impact of the plans on faculty, the curriculum and extra curriculum, and the students. Observations and Results are examined to describe what effect the process has had at Ramapo College. Finally, brief discussions are provided on the public influences on program development, and the future considerations of institutions that are considering the incorporation of global education into the curriculum.

Sypris, Theo, Ed. (1993). *Internationalizing the Curriculum.* Midwest Inst., Kalamazoo, MI.
American Association of Community Colleges, Washington, DC.; Center for International Education (ED), Washington, DC.; Kellogg Foundation, Battle Creek, Mich.
This monograph was prepared as a resource for those seeking to internationalize their courses and includes 50 internationalized course modules in 22 subject areas developed as part of curriculum development project undertaken at Michigan's Kalamazoo Valley Community College. The 50 modules are presented in the areas of accounting, art, biology, business, career planning, chemistry, communication, composition (writing), computer information systems, economics, literature, management, marketing, mathematics, nursing, philosophy, physics, political science, psychology, reading, religion, and sociology. For each module, the report provides the course and title number; module title; a general description of the module, including a rationale; a description of module objectives; a discussion of methodology, including lectures and discussions, audio-visual aids used, readings used, assignments, and evaluation methods; and references.

Sypris, T., Ed. (1993). Partnerships in Internationalization: The Title Via and Beacon Projects. In *Practicing Community Leadership: Partnerships are the Key to Success.* Kalamazoo, Michigan : Kalamzaoo Community College.
This paper explores the steps involved in the creation of a consortium for international studies and foreign language among 15 Michigan community colleges initiated by Kalamazoo Valley Community College. Discusses how the consortium increases the effectiveness of international studies and to improve resources sharing among institutions.

Sypris, T., et. Al. Eds. (1994). *Building Community for an Interdependent World Among Michigan Community Colleges.* AACC-Kellogg Beacon Project, Kalamazoo, Michigan: Kalamazoo Valley Community College.
This report outlines the American Association of Community Colleges-Kellogg Beacon Project's objectives, which included the development of an international education consortium involving eight Michigan community colleges.

Tsunoda, J. S., Ed. (1994, April). "Community Colleges Lead the Way in International and Intercultural Education: Recent Success Stories and a Blueprint for the Future." *Paper presented at the annual Convention of the American Association of Community Colleges.*
This paper examines the importance of building a global community college by starting with the grassroots - students and clients. Educators committed to international education need to re-examine existing philosophies and ask: (1) does international education have relevance to our students' daily lives; (2) can students make connections between what they are studying and how it applies to the larger global context; and (3) do students graduate without a broad world view, without their attitudes and behavior truly being affected by international education. International education must be embedded in the fabric of the overall curriculum and infused into the total teaching and learning climate. International education enhances multicultural harmony through deeper understanding and appreciation of cultural diversity. Community colleges must view the world as their community; actively reach out across the globe to promote technical training and human resource development to emerging nations; and incorporate the importance of international education into their mission statements. International education cannot be viewed as peripheral, but rather as essential for to the political, social, and economic survival of the United States. International education must not be the target of budget cuts, but be supported and strengthened to provide students with a quality of education which ensures success.

Ubadigbo, Fidelis Njide. (1997). "Recruitment Dynamic of Foreign Students into United States Postsecondary Institutions: The Implications for Education and International Development." *Paper presented at the Annual Conference of the Community Colleges for International Development (20th, Orlando, FL, February 2-4, 1997).*
This paper discusses the enrollment of foreign students in U.S. post-secondary educational institutions as

having far reaching implications for world education and international development. An analysis of enrollment by region and country is conducted. Concluded that community colleges, with their open door policy and quality education system, can make a difference if they recruit students from regions of the world with declining enrollment.

United States Agency for International Development. (1995, May). *Seeking a New Partnership: Task Force Report on U.S. Community Colleges.* Washington, D.C.: United States Agency for International Development (USAID).
This report explores the findings of a community college task fore convened by USAID to examine the ways in which U.S. community colleges can be viewed as a resource to USAID in its international sustainable development efforts in other countries.

Venditti, Phillip N.;. (1992). "Administration of International Education."
This presentation suggests some examples of what is being done to further international education in community colleges around the United States. Reasons why community colleges should be involved in international education are presented. A central goal of the nation, and educational institutions in particular, is the development of global citizenship. Unique among Postsecondary education institutions, community colleges are dedicated to building good citizens as part of their mission.

Vestal, T.M. (1994). *International Education: It's History and Promise for Today.* Westport, Ct.: Praeger.
This book examines the history of international education programs in United States higher education, delineates trends and recommendations for future success.

Walking the Tightrope. (1997). "The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy." *National Community Coll. Chair Academy, Mesa, AZ.* (6th, Reno, NV, February 12-15, 1997).
Monograph of presentations of the Annual International Conference of the Chair Academy which discusses the roles and responsibilities of chairs, deans, and other organizational leaders at community colleges, focusing on strategies for balancing innovative educational approaches with traditional leadership. Topics covered in the papers include designing a virtual classroom on the Internet for distance learning students; internationalizing the curriculum;

Warren, Mi. ***(1990).*** *The top ten issues facing America's community colleges.* Macomb County Community Coll., Inst. For Future Studies. ERIC No. ED 317234
This monograph describes the top ten issues facing America's community colleges today from the point of view of Macomb County Community College. Diversity is the first of many issues that community colleges face. Each college should develop a unique mission statement and respond to the changing needs of the community and the marketplace.

Warzyn, Dee. (1997). "Internationalizing the Curriculum: A Case Study in the Business Division." In: *Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy* (6th, Reno, NV, February 12-15, 1997): pp. 1-7
This paper illustrates how internationalizing the business curriculum means integrating the processes of international culture into an educational setting to give students a more comprehensive understanding of the business world. As part of its efforts to internationalize the curriculum, Wisconsin's Waukesha County Technical College established an Associate degree in international trade. The International Trade Division (ITD), which assists businesses with marketing and international trade, helped the college to develop technicians with international skills and to understand international practices related to import and export. Funding for the ITD was obtained through two grants, which allowed the college to hire a grant facilitator and implement such strategies for internationalization as sending resistant decision makers on international experiences to help them understand the benefits of internationalization, enrolling faculty in conferences, and bringing businesses to the college to discuss their needs and problems with international trade. The grants also covered faculty trips to foreign countries and stipends for curriculum development. Outside the grants, the ITD developed export training videos and catalogs for other institutions and businesses, and other countries were invited to send students, faculty, and administrators to the United States. Other programs included a statewide summer institute held in 1996 and a Developing a Curriculum (DACUM) process.

Wisner, J. N., Ed. (1994). "Training for Trade: a Partnership Strategy. New Directions for Community Colleges," *A Practical Guide to Conducting Customized Work Force Training, New Directions for Community Colleges* vol. 22, nu 1, pgs. 77-85.
This publication discusses the role of community colleges in providing international trade education and training. It describes the methods used by eight community colleges to build partnerships that

highlight trade services and resources. It is recommended that colleges 1) establish a cross-functional task force to develop a comprehensive plan for international education and training; 2) form alliances with government, business, and industry to develop competencies for students and business employees, which also strengthen local economic development; and 3) establish advisory boards from local business and industry to provide valuable input into training programs. Effective training programs are currently offered at Central Piedmont Community College (North Carolina), Waukesha County Technical College (Wisconsin), St. Louis Community College (Missouri), North Seattle Community College (Washington), Portland Community College (Oregon), Lake Michigan College (Michigan), College of DuPage (Illinois), and Middlesex Community College (Massachusetts).

Zikopoulos, Marianthi, Ed. (1998). *Open Doors 1996/1997*: Report on International Educational Exchange. (New York: Institute of International Education publications, New York
The book provides statistical data in narrative and tabular form on foreign students in the United States who were enrolled in colleges and universities responding to a 1996/1997 survey. Part I provides information on the annual census of foreign students in the united states, with nine chapters which include information on the overview of foreign study, geographic regions, academic characteristics, personal characteristics, distribution by U.S. region and state, distribution in two-year and four-year institutions, distribution in public and private institutions, institutions with the most foreign students, and distribution by academic level. Part II provides data on cost-of-living expenditures by foreign students. Intensive English language programs are surveyed in part III and study abroad (by American students) in part IV. Statistics are provided on foreign student enrollment by institution; country or other place of origin of foreign students; fields of study; countries of other places by region and subregion; states within U.S. regions; response rates; survey materials; foreign student enrollment in intensive English language programs; and study abroad enrollments by institution.

WEB - SITES

COLLEGES & UNIVERSITIES

East-West Center Home Page	http://www.ewc.Hawaii.edu/asdp/asdp0001.htm
California Community Colleges, Chancellor's Office	http://www.cccco.edu
Electronic University Network	http://www.wcc~eun.com/
Monterey Institute of International Studies	http://www.miis.edu
UCLA International Studies and Oversees Programs	http://www.isop.ucla.edu/
USC International Education Program	e-mail: IEPSoCal@aol.com
USC Center for Excellence in Teaching Resource Page	http://www.usc.edu/dept/provost/cet/

ASSOCIATIONS AND ORGANIZATIONS

Academic Senate for California Community Colleges	http://www.academic_senate.cc.ca.us
American Association of Community Colleges (AACC)	http://www.aacc.nche.ned
American Council on Education (ACE)	http://www.ACENET.edu
American Council on Education ACE HOT TOPICS	http://www.acenet.edu/hot.html
American Council for International/Intercultural Education (ACIIE)	http://www.tulsa.cc.ok.us/aciie2/index.html
AAHE BULLETIN	http://aahe.org
Association of International Education Administrators (AIEA)	e-mail: bhatia@wsu.edu
Association for Asian Studies	http://www.easc.indiana.edu
Australian Rural Telecentre Association	http://www.arta.org.au
BCC FIPSE Grant Project	http://www.brevard.cc.fl.us/~jbober/demo/
Brevard Community College	http://www.brevard.cc.fl.us
California Colleges for International Education (CCIE)	http://www.laccd.edu/ccie/
Canadian Bureau for International Education (CBIE)	http://www.cbie.ca
CIEE - Council on International Educational Exchange	e-mail: conference@ciee.og
Council for International Exchange of Scholars (CIES)	http://www.cies.org
Community Colleges for International Development (CCID)	http://www.brevard.cc.fl.us/ccid/
Comparative and International Education Society (CIES)	e-mail: cies99@crd.ied.edu.hk
Education Society	http://www.macarthur.uws.edu.au/ssd/anzcies
ED>NET	http://ednet.cc.ca.us
ECIS	http://www.ecis.org
Faculty Association California Community Colleges: FACCC	http://www.league.org
Global International Internship Congress	http://www.byu.edu/rmyl/gic/main.html
Institute for International Education (IIE)	http://www.iie.org
International Partnership for Service Learning	www.studyabroad.com
International Association of Students in Economics and Business	www.aiesec.org
Internships Abroad for Engineering and Science and Technical Education (IAESTE)	http://www.umich.edu/~icenter/overseas/work/engin98.html
NAFSA: National Association for Foreign Student Advisors	http://www.nafsa.org
Overseas Development Network (ODN)	http://www.igc.apc/odn/
Peterson's Home Page	http://www.petersons.com/dlearn
Rand Corporation	http://www.rand.org
Roteray International	http://www.rotary.org/foundation/educational_programs/
Stanley Foundation	http://www.stanfound-sf@mcimail.com
Study Abroad Programs	http://www.study_abroad.com
Teaching Abroad In General	http://www.chronicle.merit.edu/jobs/
Transitions Abroad	http://www.transabraod.com

GOVERNMENT - CALIFORNIA SOURCES

California Department of Education	http://goldmine.cde.ca.gov
California Postsecondary Education Commission	http://www.cpec.ca.gov
California Virtual University	http://www.virtualu.ca.gov
Community College League of California Web-Page	http://www.ccleague.org
Community College Web	http://www.mcli.dist.maricopa.edu/cc

GOVERNMENT - FEDERAL SOURCES

ERIC	http://www.aspensys.com/eric
ERIC Clearinghouse for Community Colleges	http://www.gseis.ucla.edu/ERIC/eric.html
National Center for Education Statistics	http://www.ed.gov/NCES
National Library of Education	http://www.ed.gov/NLE
Office of Educational Research and Improvement (OERI)	http://www.ed.gov/offices/OERI

DATABASE

Council of Europe's Database	http://linux.bdp.fi.it
Global Education Database	http://www.info.usaid.gov/educ_training/ged.htm
Latin America Data Base	http://labd.unm.edu/www/retanet

RESEARCH CENTERS

American Education Research Association	http://aera.net
Asian Languages and Literature Department: University Iowa	http://www.uiowa.edu
Asian Studies Network Information Center - University Texas	http://www.combs.anu.edu.au
Center for Civil Society	http://solar.cini.uk.edu/~ccsil
Center for Asia and Pacific Studies - University of Iowa	http://www.uiowa.edu
Center for South Asian Studies - University of Virginia	http://www.minerva.acc.virginia.edu
Community Technology Center Network (CTCNET)	http://www.ctcnet.org
Central Asian Web Page	http://www2.hawaii.edu/~abichel/welcome.html
Crimean Tatar Homepage	http://www.turkiye.net/sota/krimtatar.html
Dallas Distance Learning	http://ollie.dcccd.edu/
Digital Clubhouse (California, USA)	http://www.digiclub.org
Dover Community Telecentre, Inc. (Australia)	http://www.tassie.net.au/~dovercom/
Fairbank Center for East Asian Research - Harvard	gopher.harvard.edu
IDRC's ACACIA ICT Initiative	http://www.idrc.ca/acacia/stcat.htm
Institute of International Education (Stockholm university)	http://www.interped.su.se
International Bureau of Education	http:/www.unicc.org/ibe
International Institute for Asian Studies	http://iias/leidenuniv.nl
Japan Center for Intercultural Communications	http://www.jinjapan.org/insight
Joint East Asian Studies Center	http://www.isop.ucla.edu/eas/
International Higher Education (Boston college center)	http://www.bc.edu.bc_org/avp/soe/cihe/Center.html
Newslink Web Page	http://www.newslink.org
Nordic Institute of Asian Studies - Copenhagen	http://nias.ku.dk
Online Global Education 98 Conference	http://www.online-educa.com
On-line Learning Series of Courses	Http://www.networx.on.ca/~jwalker/course.htm
Southeast Asia Homepage of University of Wisconsin	http://www.library.wisc.edu/guides/SEAsia
Statistics Japan Website	http://jin.jcic.or.jp
Tanaka Seminar Homepage on Japanese Culture	http://www.tokujo.ac.jp/Tanaka/index/.html
United Nations Home Page	http://www.un.org

INTERNATIONALIZING THE CURRICULUM RESOURCES

CIA World Factbook 1997	http://www.odci.gov/cia/publications/factbook/index.html
CIA Publications and Handbooks	Http://www.odci.gov/cia/publications/pubs.html
Culturegrams	http://www.byu.edu/culturgrams
Foreign Language Internationalizing Curricula Resources	http://138.87.135.33/class/projects.htm
Global Grocery List	http://www.landmark-project.com/ggll.html
Governments on the WWW	Http://www.gksoft.com/govt/
Icons Web Page	http://www.icons.umd.edu/
INMP Web Page	http://www.bsos.umd.edu/icons/inmp
Library of Congress Country Studies	http://LCWEB2.loc.gov/frd/cs/cshome.html
Pacific Rim Information	http://k12.cnidr.org/gshwelcome.html
UCLA GLO Homepage	http://www.glo.org
Updates on Small Countries and Islands	http://microstate.com
United Nations Homepage	htpp://www.un.org/
UNICEF	http://www.unicef.org
World Watch	http://www.worldwatch.org
Useful Lists for TEFL/TESL	http://www.ling.lancs.ac.uk/staff/visitors/kenji/list-tefl.htm
Useful Resources, Lesson Plans and Teaching Materials for Teachers	http://www.ling.lancs.ac.uk/staff/visitors/kenji/teacher.htm
Web of Culture	http://www.worldculture.com/

MULTICULTURAL SOURCES

Multicultural Web Page	http://www.snowcrest.net/williams/wavelengths

LIBRARIES & INTERNET RESOURCES

21st Century Teachers Network	http://www.21ct.org/2lone.html
Asian Music Sources on the Web	http://www.wiu.edu/users/mfjpm/as.html
Asian Studies Virtual Library	http://coombs.anu.edu.au/WWWVL-AsianStudies.html
East Asia Libraries Cooperatives - Ohio State	http://pears.lib.ohio-state.edu
Electric Library	http://www2.elibrary.com/id/48/205/getdc.cgi?id_64738816xOy525&OIDS
ERIC	http://www.gseis.ucla.edu/ERIC/eric.html
European Research Centre on Migration and Ethnic Relations Virtual Library	http://www.rrr.nl/ercomer
Global Schoolnet Foundation	http://www.gsh.org
The Internet Public Library (IPL)	http://ipl.sils.umich.edu
Integrating Technology into the Classroom	http://ericir.syr.edu/Virtual/InfoGuides/Alphabetical_List_of_InfoGuides/integrate05-97.html
On-line Dictionaries and Lexicons of Pacific Rim Languages	http://www.bucknell. edu/~rbeard/diction2html
Singapore Web Resources	http://www/dataperipherals.com/html/singweb.html

JOURNALS/NEWSPAPERS PUBLICATIONS

Asia Week	http://pathfinder.com/@@rEP@uQYAIPPMZFT3/Asiaweek/
China News Digest	http://cnd.org
Chinabit Weekly	http://www.chinese.bendigo.llatrobe.edu.au/chinabit.htm
Chinese Higher Education (Peking University)	http://hedu.pku.edu.cn
The Chronicle of Higher Education	http://chronicle.merit.edu
CIEE Publications	info@ciee.org
Education Week on the Web	http://www.eduweek.org
English-Language Weekly from Cambodia: Phnom Penh Post	http://www.vais.net/~tapang/ppp/index.html
Higher Education Resources	http://www2.ncsu.edu/ncsu/provost/info/offices/admin/sites.html#lists
Sri Lanka Daily News	http://www/lanka.net:9-/lakehouse/

ASSOCIATIONS, ORGANIZATIONS AND CONSORTIA

NATIONAL

American Council on International/ Intercultural Education (ACIIE).
Affiliate Council of American Association of Community Colleges. The mission of ACIIE is to disseminate information about international and intercultural education; to use its collective expertise to facilitate programs, activities, and linkages in international education; to serve as the lead voice for the capabilities of community colleges in the global arena; to promote cooperation with other international and intercultural groups; and to improve awareness of international and intercultural services to students, business and industry and the community. National membership association, that offers conferences, newsletters, teleconferences, dissemination of information and networking among members. e-mail: LKORBEL@OAKTON.EDU

CCID - Community Colleges for International Development
Consortium of 23 member and 43 affiliate colleges representing 27 U.S. states and 3 Canadian provinces. CCID colleges identify, develop and expand mutually beneficial international programs, projects and services. Through contracts and grants, CCID provides training and technical assistance in occupational, vocational and technical education; opportunities for international study, exchange and professional development for the students and faculty of U.S. and Canadian colleges and cooperating institutions abroad; and leadership and educational services in relevant disciplines and technologies. CCID sponsors conferences and events and programs related to international development. Serves as a clearing house for information, technical assistance and resources.
e-mail: koller.a@al.brevard.cc.fl.us/ ccid/
Web: http://www.brevard. cc. fl.us/ccid/

NAFSA - Association of International Educators
Nonprofit membership association that provides training, disseminates information, distributes a newsletter and offers other educational services to professionals in the field of international educational exchange. E-mail: inbox@nafsa.org

American Institute for Foreign Study (AIFS)
Contractor that organizes and administers a variety of academic study abroad programs around the world.http://www.aifs.org

CIEE: Council on International Educational Exchange
Nonprofit, non-governmental organization committed to the development of global and multicultural education. Offers work, study, volunteer programs, travel services and other overseas options. http://www.ciee.org

CIES - COMPARATIVE and INTERNATIONAL EDUCATION SOCIETY
International organization that provides conferences and scholarship on themes relating to comparative education. http://www.cies.org

Council for International Exchange of Scholars - CIES
National organization sponsors educational programs and facilities overseas study, research and exchange programs for educators in post-secondary educational institutions. web: http://www.cies.org

CUAP - The College and University Affiliations Program
CUAP is the USIA's institutional grant program which fosters sustainable linkages in the humanities and social sciences between U.S. and foreign academic institutions to contribute to a more secure and prosperous world. The CUAP is administered by the Specialized Programs Unit in the USIA's Office of Academic Programs.

Institute of International Education (IIE)
National membership association offering information regarding short term professional development and multi year graduate education and research opportunities: assists the U.S. Information Agency (USIA) in administrating graduate Fulbright fellowships and other Fulbright venues. Coordinates information on international student programs study abroad at both four-year and two-year institutions. http://www.iie.org

International Society for Intercultural Education, Training and Research
Provides information and resource materials regarding international and intercultural research, training and study opportunities.

National Security Education Program Undergraduate Scholarships - NSEP
Provides information, financial resources and technical assistance to support educational activities in developing nations.

Overseas Development Network ODN
Focuses on grassroots development programs in third-world nations and developing countries. Activities include newsletter publication, student exchange and work/study programs. E-mail: odn@igc.org
Web: http://www.igc.apc/odn/

The Stanley Foundation
Non-profit foundation provides support to secondary and post-secondary educational institutions in order to promote world peace and global understanding and world affairs.
Web:stanfound-sf@ mcimail.com

USIA - United States Information Agency
USIA's mission is to understand, inform and influence foreign public in promotion of the national interest, and to broaden the dialogue between Americans and U.S. institutions and their counterparts abroad.

U.S. Agency International Development (USAID)
USAID is an independent federal government agency that conducts foreign assistance and humanitarian aid to advance the political and economic interests of the United States.

WORLD TRADE CENTERS
Encourages the development and expansion of international trade and commerce opportunities for local communities.

STATE CONSORTIA

NCCCCFSC - Northern and Central California Community Colleges Foreign Studies Consortium
Membership of northern California Community Colleges cooperatives for study abroad programs. Affiliated with the contractor, AIFS. mullen@smcccd.cc.ca.us

CITD - Centers for International Trade and Development
Statewide organization that advises on campus affiliated centers for international trade and development. Also serves as a resource base for internationalizing business curricula and economic development. E-mail: Norv Wellsfry
wellsfn@mail.scc.losrios.cc.ca.us

California Colleges for International Education (CCIE)
Statewide membership consortia that provides support information and resources to encourage the development of quality programs. Serves as a clearinghouse for international education for the State Chancellor's Office. e-mail: rabyrl@aol.com
Web: http://www.laccd.edu/ccie/

Northern California Advocates for Global Education (NCAGE)
Membership association of Northern California post-secondary educators, representing a variety of institutions, dedicated to strengthening the role and involvement of colleges and universities in international education. E-mail: czachrisson@iie.org

Southern California Consortium for International Studies (SOCCIS)
Membership association of Southern California post-secondary educators, representing a variety of institutions, dedicated to strengthening the role and involvement of colleges and universities in international education.
E-mail: charo@isop.ucla.edu

TRILATERAL CONSORTIUM

ICEED - International Consortium for Economic and Educational Development
Trilateral consortium of colleges and educational institutions focusing on economic and educational developmental issues related to the implementation of NAFTA agreements. Community colleges in membership come from Canada, Mexico, Texas, Arizona, New Mexico and Southern California.
e-mail: hernandez_eddie@cc.rancho.cc.ca.us

UNIVERSITY PROGRAMS

University of California, Los Angeles (UCLA) International Studies and Overseas Programs (ISOP)
University of California, Los Angels's international study abroad, work experience and area studies programs. Coordinates sponsorship of and assistance with a variety of conferences and educational programs. E-mail: charo@isop.ucla.edu

University of Southern California (USE) International Education Service Program
University of Southern California's international work experience and study programs as well as sponsorship of and assistance with a variety of conferences and educational programs. e-mail: IEPSoCal@aol.com

Monterey Institute of International Studies
Private professional graduate school for language training and international education. Also disseminates resource information and sponsors short-term programs and workshops. http://www.miis.edu
E-mail: CILC@miis.edu.

PUBLISHERS

Intercultural Press
Web: http://www.bookmaster.com/interclt.htm
E-mail: interculturalpress@mcimail.com
Publisher that highlights intercultural education. Sponsors annual summer workshop institute.

SIETAR - Society for Intercultural Education, Training and Research
Publishes International Journal of Intercultural Relations. Provides information, resource and literature regarding international and intercultural education.

Looking to the Future:
Report on California
Community College
International and Global
Education Programs

Appendix A

State and National Consortia Comparisons

BEST COPY AVAILABLE

APPENDIX A: STATE AND NATIONAL CONSORTIA COMPARISONS

Appendix A examines nine surveys and/or annual reports from national and state-wide community college organizations that promote international and global educational activities. By doing this, the level of activity of international and global education at California colleges can then be compared to other colleges conducting similar activities.

California community colleges are leading the way in the depth and diversity of the many international educational programs that they offer. When compared with reports from national consortia and organizations that emphasize various aspects of international education, California community colleges far surpass the national average in many of the program offerings.

PROGRAMS IDENTIFIED IN EACH REPORT

	AACC	CCID	NAFSA	IIE	NCAGE	NCCCCFSC	UCEAP	SCFC	CCIE
Int'l. Students	X	X	X	X	X				X
Int'l. Curricula	X	X			X				X
Int'l. Community	X	X							X
Int'l. Business	X	X							X
Study Abroad/ Exchanges	X	X		X		X	X	X	X

There are three sections: 1) Description of National and State Consortia ; 2) Comparing basic elements of these International/Intercultural Programs; and 3) Detailed Comparisons of specific types of programs. Each section begins with an overview of the findings from each organization, and is followed by an in-depth review of the California community colleges that belong to those organizations. Four national and five state consortia are analyzed in this report: American Association of Community Colleges (AACC)[1]; Community Colleges for International Development (CCID)[2]; NAFSA Association of International Educators (NAFSA)[3]; International/Intercultural Education (IIE)[4]; Northern California Advocates for Global

---

[1] *Chase, Audree M. And James R. Mahoney, Eds. (1996) Global Awareness in Community Colleges: A Report of a National Survey, Community College Press: Washington D.C..*

[2] *Community Colleges for International Development 1997 Annual Report and Capabilities Statement, Cocoa Florida: Community Colleges for International Development, 1997*

[3] *"A Report on the Export of Education Services in the State of California" in The Economic Benefits of International Educator to the United States of America: A Statistical Analysis. NAFSA Association of International Educators (September 29, 1997)*

[4] *Davis, Todd M. (Ed.) (1996) Open Doors: Report on International Educational Exchange: 1995-1996. New York: Institute of International Education*

Education (NCAGE)[5], Northern and Central California Community Colleges Foreign Study Consortium (NCCCCFSC) [6]; University of California Education Abroad Program (UC EAP)[7]; Southern California Foothills Consortium (SCFC)[8] and California Colleges for International Education (CCIE)[9].

Not included in this review because of a failure to submit an annual report are: b) International Consortium for Education and Economic Development (ICEED), a tri-state/ multi-country cooperative which emphasizes international development programs (Canada, U.S. [Arizona, California, New Mexico, Texas] and Mexico); and c) California Centers for International Trade and Development (CITD) which is part of the California Community College Economic Development Network (ED>NET) and which has international trade as a strategic priority initiative.

DESCRIPTION OF NATIONAL AND STATE CONSORTIA

American Association of Community College (AACC) is the principal national consortia for American community colleges. The office of International/ Intercultural education, in connection with the affiliate consortium, American Council on International/Intercultural Education (ACIIE), help community colleges cultivate educational partnerships and participate in programs with organizations worldwide. The ACIIE offers conferences, newsletters, teleconferences, dissemination of information and networking among members and is a clearinghouse for community college international/ intercultural activities. ACIIE hosts a membership of 11 California community colleges.

Community Colleges for International Development (CCID) is a national/international consortia that sponsors community college international development programs. In 1997, a new International Associate member category was added with colleges from England, El Salvador, Denmark, Korea and seven colleges from Japan participating. 1997 highlighted CCID activities included a) five CCID officials attended the opening of the Madras Community College in Madras, India; b) a nine-person President's Delegation to Russia resulted in a follow-on faculty development program conducted June, 1998 and establishment of formal exchange relationship with St. Petersburg State technical University; c) CCID delegations visited El Salvador, Guyana, Czech Republic, Hungary, Nicaragua, South Africa and Australia to conduct ongoing CCID projects; and d) Development continued for CCID's on-line distance learning initiative with establishment of Linkages for Interactive Transnational Education (CCID/LITE), now numbering 28 colleges and universities. CCID hosts a membership of 90 member colleges, among whom, two California community college districts are full members: (Coast District and State Center District) and an additional three colleges and one district are affiliate members: (Modesto; Mt. San Antonio; Santa Ana and Peralta District). Of the twenty-five projects listed in the *Summary of CCID Projects 1996-1997*, none of the contact lead colleges were from California. Coast District, however, manages the CCID Listserv.

NAFSA: Association of International Educators (NAFSA) is the largest professional association representing the field of international education and cultural exchange. NAFSA's aim is to strengthen and enrich internationale educational exchange between the United States and the ret of the world. NAFSA's membership includes 8,000 individuals at over 2,200 colleges and universities, and work s foreign student and scholar advisers, admissions advisors, study abroad advisers, directors of international programs, ESL teachers, administrators of intensive English programs overseas educational advisers, community volunteers and sponsored exchange programs administrators.

---

[5] *NCAGE 1997 Annual Forum Program. Prepared by Gerald Frasetti, College of San Mateo.*

[6] *1997-1998 Annual Report prepared by NCCCCIE Chair, John Mullen, College of San Mateo.*

[7] *"Community College Students in EAP: Academic Years 1995-1996 and 1996-1997" Institutional Research, May 1998. University of California Educator Abroad Program.*

[8] *Southern California Foothills Consortium Update given by George E. Riday, Associate Coordinator, Citrus College*

[9] *Raby, Rosalind Latiner. (1998). CCIE Annual Report: 1997-1998. Los Angeles, California: California Colleges for International Education.*

BEST COPY AVAILABLF

Institute of International Education (IIE) is a national membership association that assists the U.S. Information Agency (USIA) administer Fulbright fellowships, arranges short-term professional development exchanges and it's reports offers data sharing and information on four-year and two-year institution's international student programs and student study abroad programs. It is the largest and most active nonprofit organization in the field to promote international educational exchange. Community colleges are included in the national report which highlights from what countries international students originate, where they study, what they major in and the most popular U.S. universities/colleges in terms of enrollment.

Northern California Advocates for Global Education (NCAGE) is a planning group dedicated to activities that strengthen he international role and responsibilities of higher education. The annual NCAGE Forum is co-sponsored by the Council on International Educational Exchange, the Institute of International Education, and NAFSA: Association of International Educators. Forum participants hear case-study presentations, and the day's program is created with both two and four-year institutions in mind. Member institutions include UC, CSU, Private Universities and community colleges in the Northern California area. Northern California community colleges on the Steering Committee are: City College of San Francisco; College of San Mateo; Diablo Valley College; and Santa Rosa Jr. College.

University of California Educator Abroad Program (UC EAP) represents the Education Abroad Programs at the eight University of California campuses. A study was conducted on the performance of students transferring from the California Community College system into the UC system and participating in EAP.

Northern and Central California Community College Foreign Study Consortium (NCCCCFSC) is a consortium of twenty-five community colleges from Northern and Central California that cooperate in study abroad ventures. During the 1997-1998 academic year, NCCCCFSC operated three foreign study programs in cooperation with the study abroad contractor, American Institute of Foreign Studies (AIFS). Three programs were offered in 1997-1998: A 5 week Summer 1997 in Costa Rica with 38 students, 2 faculty. Students lived with families. A 12 week Fall 1997 in London with 107 students and 7 faculty. Students lived in shared apartments or with families. 12 week Spring 1998 in Paris with 70 students and 4 faculty. Students lived and attended classes in Foyer International d/Accueil a Paris. In each of these programs, courses were offered at the foreign site by faculty from consortium colleges, supplemented by local guest lecturers.

Southern California Foothills Consortium is a consortium of eleven community colleges from Southern California that cooperate in study abroad ventures. During the 1997-1998 academic year, SCFC operated four study abroad programs in cooperation with the study abroad contractor, American Institute of Foreign Studies (AIFS). Four programs were offered in 1997-1998: fall semester in London, spring semester in Salamanca and spring and summer programs in Paris and Guadalajara. Enrollment in the program has varied between 30 - 75 students per semester, with Spring Salamanca program having 73 students and Fall London program having 44 students. Students must have a 2.5 minimum GPA and take at least 12 college transferable units. The courses taught on location generally revolve around art, history, literature, etc. of the region and 16-20 classes are offered each term. Several of the courses are online courses taught from Citrus campus. Consortium coordinators are faculty at each campus who are responsible for recruitment of students and faculty and who meet two to three times per year for final faculty selection and other business.

California Colleges for International Education (CCIE) is a state consortium dedicated to the ideal of increasing international understanding through education. The goals of the association are to: a) encourage development of an international perspective in community college classrooms; b) increase awareness of and encouragement in international development through technical education; c) promote opportunities for sharing of international/intercultural expertise; d) form liaisons between national organizations and consortia involved in international and intercultural education activities; and e) provide an international and intercultural education resource body to the Chancellor's Office of the California Community Colleges. Sixty of the 106 California community colleges (57%) are current members. All member colleges participate in and/or are planning to create one or more international education program. Some programs highlight classroom instruction, others emphasize off-campus programs, while still others employ a combination of different types of pedagogy.

BEST COPY AVAILABLE

COMPARING INTERNATIONAL/INTERCULTURAL EDUCATIONAL PROGRAMS

A comparison of the various national and state-wide consortia that promote international and global education is difficult because beyond the common interest of international education, there is a lack of defined emphasis. NCAGE, NCCCCFSC and SCFC do not survey their members, nor do they attempt to identify current program offerings of their members. Rather, these groups provided a general update on current activities. While NCAGE emphasizes a variety of international education programs, NCCCCFSC and SCFC concentrates solely on study abroad ventures. However, because NCAGE does not survey it's members, it is not included in the following comparisons. NCCCCFSC and SCFC are only included in the section on study abroad programs. The UC EAP study highlights research on community college student transfers who participate in EAP programs. AACC, CCID, NAFSA, IIE and CCIE do survey their members, but emphasize different aspects of international education. NAFSA and IIE rely on *The Open Doors*, survey which delineates trends in International Student Programs and concludes with a general discussion on aspects of study abroad programs. The AACC 1996 survey gages the broad direction of national community college's involvement in international education programs and services, while the CCID 1997 survey highlights the activities of it's members specifically, in relation to international development programs. Finally, the CCIE 1997 Annual Report details the diverse activities of it's members in all areas of international/intercultural education.

Another difficulty in this comparison is that the national reports do not distinguish between states and there is no breakdown as to the responses of the individual colleges. For example, of the 624 community colleges that responded to the AACC survey, fifty-nine came from California (which represents 58% of all California colleges). However, it is not differentiated how or even if these California colleges responded to individual questions. Similarly, CCID's survey of 90 community colleges had 44 national college responses, and 917 national college responses to the IIE survey. For both, it is unknown how many came from California colleges. Therefore a direct comparison with California colleges is impossible. However, comparisons can be made on the percentage of activity in certain areas conducted nationally compared to state-wide levels. The NAFSA report, however, concentrates specifically on California and presents data on 100 California community colleges. Only the NAFSA report and CCIE , which surveyed only California colleges shows direct application to California. The NAFSA report identifies international student numbers and generated tuition fees from 100 California community colleges and the CCIE 1997-1998 survey reports activities of 89% of it's membership.

The following California community colleges answered the identified surveys:

AACC Survey: 54% response rate, of which fifty-eight were California Community Colleges. The following California colleges responded: American River College; Antelope Valley College; Barstow District; Canada College; Cerritos College, Cerro Coso College; Citrus College; City College of San Francisco; Coast District (duplicate); Coastline College; Marin College; College of the Canyons; College of the Desert; College of the Siskiyous; College of the Redwoods; Columbia College; Contra Costa College ; Consumnes River College; Cuesta College; Cypress College; DeAnza College ; El Camino College; Foothill College ; Fullerton College; Glendale College ; Grossmont College; Allan Hancock College; Long Beach College ; LACC; LAHC; LAPC; LATTC; LAVC; Los Medanos College; Los Rios District (duplicate); Mendocino College ; Modesto College ; Mt. San Jacinoto College ; Napa Valley College; Orange Coast College; Oxnard College; Pasadena College; Peralta College; Rio Hondo College; Riverside College; San Diego City College; San Diego Miramar College; San Joaquin Delta College; San Jose City College; Santa Barbara City College; Santa Rosa Jr. College; Shasta College ; Sierra College; Skyline College; Solano College; State Center District; Taft Colleget; Vista College; West Valley College; Yuba College

CCID Survey: 56% response rate, of which six could possibly come from California Colleges/Districts. There is no identification of which colleges answered the survey.

NAFSA Report: 94% response rate with all but six California community colleges responding.

IIE Survey: 79% response rate with 917 reporting community colleges. There is no identification of which colleges answered the survey.

NCAGE 1997 Forum: Of the 58 people attending the 1997 Forum, 19 came from California Community Colleges (33% of those attending the Forum).
Participants came from the following colleges: City College of San Francisco (1); College of San Mateo (1); College of the Siskiyous (1); DeAnza College (1); Diablo Valley College (1); Monterey Peninsula College (3); Napa Valley College (1); Sacramento City College (2); Santa Rosa Jr. College (1); Shasta College (1); Sierra College (2); Skyline College (2); and Vista College (2).

SCFC represents the study abroad cooperative efforts of eleven community colleges in southern California. 1997-1998 member colleges are: Antelope Valley;College Citrus College; College of the Canyons; Crafton Hills College; Miracosta College; Mt. San Antonio College; Mt. San Jacinto College; Palomar College; Rio Hondo College; San Bernardino Valley College and Victor Valley College.

NCCCCFSC represents the study abroad cooperative efforts of twenty-five community colleges in northern and central California.
1997-1998 member colleges are: American River College; Butte College; Cabrillo College; Canada College; College of San Mateo; College of the Sequoias; Contra Costa College; Cosumnes River College; Cuesta College; DeAnza College; Diablo Valley College; Foothill College; Gavilan College; Hartnell College; Los Medanos College; Merced College; Modesto Junior College; Sacramento City College; San Joaquin Delta College; Santa Rosa Junior College; Sierra College; Skyline College; Solano Community College; West Hills College; Yuba College.

CCIE Survey: For the 1997-1998 academic year, CCIE had a membership of fifty-eight colleges. Fifty-four colleges responded to the survey (a 89% response rate), of which all colleges were from California. The following colleges responded: Cañada College; Chaffey College; Citrus College; Coast CCD, Coastline College; Golden West College; Orange Coast College; El Camino College; Foothill College; DeAnza College; Glendale College; LACCD; LACC; ELAC; LAHC; LAMC; LAPC; LASC; LATTC; LAVC; WLAC; Los Rios CCD; American River College; Coscummes River College; Sacramento City College; Mt. San Antonio College; Napa Valley College; Cypress College; Fullerton College; Ohlone College; Pasadena College; Saddleback College; Irvine Valley College; San Diego CCD; San Diego City College; San Diego Mesa College; San Diego Mirimar College; San Francisco College; San Jose City College; Santa Ana College; Santa Barbara College; Santa Monica College; Santa Rosa Jr College.; Sequoias College; Siskiyous College; San Jose College; Reedley College; Moorpark College; Oxnard College; Ventura College; West Valley College; Mission College; Modesto College and Columbia College.

DETAILED COMPARISONS

Six issues are examined as they are reported in the survey findings to create a composite picture of international and global education at California community colleges. There remains some inconsistency in the analysis in that the same questions were not asked in each survey. However, the emerging composite does provide a baseline information: 1) Structure of Programs; 2) International Student Programs; 3) International Curricula Programs; 4) Study Abroad Programs; 5) International Community Activities; and 6) International Business Programs.

STRUCTURE OF PROGRAMS - KEY FINDINGS

Issues that assess the viability of international education programs are: 1) If a college offers a program; 2) How long that program has been offered; 3) Who runs the program in terms of full/ part-time help; 4) Membership in other consortia; and 5) Support funding. See Table 1.

➠ More California colleges offer some form of international education program compared to the national level.

➠ Most California colleges programs were offered for 6-10 years, as compared to AACC colleges, where most were offered for over 10 years.

➠ Far less California colleges have full-time people employed in international education programs than the national average and the same percentage of part-time people as the national average. In addition, 20% of California colleges have part-time/volunteers working without a defined office.

➠ Almost half of all colleges in the national surveys, AACC and CCID, received some funding to support their programs. Funding was not asked in any of the California reports.

➠ California colleges have a greater than national average in membership to both NAFSA and regional/state organizations.
36% of AACC respondents and 62% of CCIE respondents had memberships in NAFSA. 15% of those who answered the AACC survey, 44% of those who answered the CCID survey and 28% of those who answered the CCIE survey reported that they had membership in ACIIE. Finally 19% of those who answered the AACC survey and 57% of whose who answered the CCIE survey belong to regional/state organizations.

➠ The AACC survey identified the most significant challenges facing international education programs: (1) 32.3% financial; (2) 11.5% staffing; (3) 8.6% raising awareness with Trustees; (4) 5.2% housing international students; (5) 4.6% cross-cultural differences; (6) 3.0% time deficiencies; (7) 2.2% visa difficulties; (8) 1.9% recruiting international students

INTERNATIONAL STUDENT PROGRAMS - KEY FINDINGS

Each of the survives analyzed illustrates that international student programs are the most popular form of international education. Some of the key issues in assessing the viability of international student programs are: a) enrollment size and b) support services. Each of these issues are examined as they are reported in the survey findings. See Tables 2A and 2B.

➠ International Student Programs are the most popular form of international education among California colleges.

➠ While the actual numbers differ from study to study, the fact that more California community colleges are placed in the top tier of enrollment remains consistent.

➠ California has the largest international student population of any state (65,287) followed by Florida, Washington, Virginia and Texas.

➠ 25% of California community colleges have under 100 students; 21% have 100-200 students;18% have 200-800 students; 9% have

800-1,000 students; 19% have 1,100 - 2,250 students.

- International Students bring in $ 7 billion into the US economy, making education the US six largest export.
- In 1995-1996, 55,799 international students studied in California. The net contribution of these students and their famiiies to the state's economy was $1,340,201,512. The contribution made by their dependents was $ 57,346,737.
- Nationally, in 1993-1994 an estimated 136,000 jobs depended upon expenditures from international students.
- In 1995-1996, 40,206 California jobs were created as a direct result of international student flows.
- The average international student spends $15,000 during the school year.
- Nationally, 76% of all international students are self-sponsored or fully funded by overseas sources; only 1.2% receive primary funding from the US government.
- The IIE Survey concludes the following expectations are important to international students who attend Community Colleges: 1) Excellent quality of instruction; 2) classes scheduled at convenient times; 3) Good variety of courses; 4) Safe campus; 5) Knowledgeable academic advisor.
- The IIE Survey identified that international student tuition funding originates from: 86% - Personal & Family; .8% College; 22% home gov./ university; .9% U.S. Gov't.; 5.7% foreign private sponsor; 3.2% private U.S. sponsor; .5% current employment; .2% inter't. Organization; .4% other sources.
- The IIE Survey concludes the following expectations are most satisfying to international students who attend Community Colleges: 1) Excellent quality of instruction; 2) Students are made to feel welcome on this campus; 3) Safe campus; 4) Approachable academic advisor; 5) Classes scheduled at convenient times.
- The IIE Survey identifies the Top Fields of Study at Community Colleges as: Business & Management; Undeclared; Other; Math & Computer Sciences; Engineering; Heath Professions; Intensive English; Fin & applied Arts; Social Sciences; Physical & Life Sciences; Education; Humanities; and Agriculture

INTERNATIONAL CURRICULA PROGRAMS - KEY FINDINGS

The second most offered type of international education program lies under the rubric of the international curricula programs. Under this heading are the following types of programs: a) international distance learning; b) internationalizing the curriculum; c) ESL; d) foreign language curricula, e) international certificates and f) international degrees. Each of these individual programs are examined as they are reported in the survey findings. See Table 3.

- California colleges offer above average percentage of foreign language curricula. 58% of the colleges offer three or more foreign language programs.
- California colleges offer below average percentage of internationalizing curricula programs when compared to both the AACC and CCID reports.
- California colleges offer above average percentage of international distance learning programs. (27%) claim that they use Web-pages to advertise programs; (20%) offer long-distance general education classes; (5%) offer long-distance education connected to study abroad programs; (53%) use Internet to internationalize curricula through the INMP project.
- California colleges offer above average percentage of international certificate and degree programs. 11% offer A.A. Degree International Studies Programs ; 26% offer A. S. International Business Programs ; 7% offer Certificates in International Studies; 30% offer Certificates in International Business; 6% offer A.A. Degree in Ethnic Studies; 4% offer A.A. Degree in Intercultural Studies; offers Certificates in Intercultural Studies; 1% offers Certificates in Latin American Studies.
- In 1998, California Faculty participated in five domestic programs that specialize in teaching faculty how to internationalize their curriculum. 50% of the colleges sent representatives to these programs.

STUDY ABROAD PROGRAMS - KEY FINDINGS

Another popular form of international education is the study abroad program for both students and faculty. Included under this heading are: a) faculty exchanges; b) faculty study abroad; c) student exchanges; and d) student study abroad. See Table 4.

- During 1994-1995, only 84,403 U.S. students, representing 1% of undergraduate students at four-year colleges studied abroad.
- California community colleges offer above average percentage of student study abroad programs.
- California colleges offer below average percentage of faculty study abroad and faculty exchanges.
- California Community College transfer students are severely under represented in most UC EAP programs.
- The large numbers of minority California Community College transfer students enhance the diversity of the EAP participant pool.
- The academic performance of Community College students in EAP is not significantly different from that of other students.

INTERNATIONAL COMMUNITY ACTIVITIES - KEY FINDINGS

Community colleges serve the communities in which they are located. Included under the category of international community activities are a) international study tours; b) community international celebrations; and c) community foreign policy forums. See Table 5.

- ➡ California colleges offer below average percentage of international community activities.
- ➡ The most popular form of California international community activities are the international community celebrations

INTERNATIONAL BUSINESS PROGRAMS - KEY FINDINGS

Included under the category of international community activities are a) offer international consultation; b) offer project management abroad; c) offer international contract training; d) international business centers; e) international training/local business; f) economic development activities; g) Engage in relationship with a sister college abroad and h) host international visitors. See Table 6.

- ➡ California colleges conduct slightly above average percentage international business activities, and international contract training.
- ➡ California colleges conduct below average percentage of economic development activities, relationships with sister colleges abroad, hosting international visitors.
- ➡ California colleges offer the same percentage of international business centers and international training local business as reported in the AACC report.
- ➡ California colleges offer above average number of on-campus ESL international contract programs.

Table 1 - Structure of Programs

ISSUE	AACC	CCID	IIE	CCIE
Offer some form of inte'l. ed.	80 %	86 %	not asked	100%
Had programs for 10+ years	43 %	not asked	not asked	24 %; 7
Had programs for 6-10 years	1 %	not asked	not asked	41 %
Had program for under 1 year	4 %	not asked	not asked	0 %
Have staff/faculty responsible for programs	61 %, of which full-time (73%) and part-time (26%)	not asked	not asked	50 %, of which full-time (24%) and part-time (26%).
Have membership in int'l. ed organizations	25%. Of which 36% belong to NAFSA; 19% to sate/regional groups; 15% to ACIIE; 13% to CCID; 10% to CIEE.	44% belong to both ACIIE & CCID.	not asked	73 %. Of which 62% belong to NAFSA; 57% to state/ regional groups; 29% to CIEE; 28% to ACIIE; 21% to CCID.
Federal funding support	20%	43 %	not asked	not asked
State funding support	14%	47 %	not asked	not asked
Private foundation funding	12 %	not asked	not asked	not asked

Table 2A - International Student Programs

ISSUES	AACC	CCID	IIE	CCIE
Offer program	80%	97%	not asked	99%
Authority to issue J-1 visas	not asked	24%	not asked	not asked
Vigorously recruit	not asked	34%	not asked	not asked
Highest Enrollment	Among top 10, 3 California colleges were listed: # 5 L.A. Valley College (7,615) # 6 Los Rios CCD (6,503) # 10 Peralta CCD (5,423)	not asked	Among top 30, 13 California colleges were listed: # 2 Santa Monica (2,152) # 7 Pasadena (859) # 8 L. A. City (813) # 10 Mt. San Antonio (790) # 14 San Francisco (685) # 15 Orange Coast (615) # 18 East L. A. (538) # 19 Grossmont (529) # 21 Santa Barbara (523) # 23 Rancho Santiago (442) # 25 Glendale (421) # 28 Sacramento City (401) # 30 Foothill (375)	# 1 Santa Monica (2,250) # 2 LACCD (1,978) # 3 San Francisco (1,200) # 4 Pasadena (997) # 5 Coast CCD (900) # 6 Mt. San Antonio (800) # 7 Santa Barbara (500) # 8 Foothill (565) # 9 Glendale (525) # 10 Santa Ana (475)

Table 2 B * 1995-1996 International Student Enrollment Numbers & Contribution from Tuition/Fees

COLLEGE	#'s	TUITION FEES	COLLEGE	#'s	TUITION FEES	COLLEGE	#'s	TUITION FEES
Alan Hancock	21	$ 76,104	**Cuyamaca**	14	$ 49,560	**L. A.Southwest**	0	0
American River	109	$ 434,910	**Cypress**	25	$ 95,875	**L. A. Trade-Tech**	59	$ 260,544
Antelope Valley	20	$ 71,400	**DeAnza**	359	$ 1,396,869	**Los Medanos**	8	$ 32,584
Bakersfield	50	$ 181,250	**Diablo Valley**	315	$ 1,207,710	**Mendocino**	3	$ 14,160
Barstow	4	$ 14,400	**East L.A.**	538	$ 2,057,850	**Merced**	80	$ 307,360
Butte	140	$ 677,320	**El Camino**	244	$ 956,480	**Merritt**	25	$ 105,200
C Canyons	32	$ 112,960	**Evergreen**	5	$ 20,150	**Mills**	41	$ 614,262
C Desert	0	0	**Feather River**	2	$ 8,368	**MiraCosta**	77	$ 301,070
C Marin	78	$ 348,036	**Foothill**	375	$ 1,426,875	**Mission**	22	$ 82,588
C Redwoods	37	$ 149,295	**Fresno City**	200	$ 806,000	**Modesto Jr.**	89	$ 339,090
C San Mateo	153	$ 604,350	**Fullerton**	35	$ 134,155	**Monterey Peninsula**	286	$ 1,100,528
C Sequoias	10	$ 39,820	**Gavilan**	35	$ 148,050	**Moorpark**	81	$ 300,510
C Siskiyous	39	$ 141,180	**Glendale**	421	1 $,55,964	**Mt. San Antonio**	790	$ 3,039,920
Cabrillo	146	$ 548,084	**Golden West**	54	$ 195,480	**Mt. San Jacinto**	5	$ 18,925
Canada	123	$ 472,320	**Grossmont**	529	$ 1,978,460	**Napa**	42	$ 167,748
Cerritos	168	$ 4583,464	**Hartnell**	101	$ 372,690	**Ohlone**	0	0
Cerro Coso	3	$ 1,800	**Imperial Valley**	17	$ 71,400	**Orange Coast**	615	$ 2,396,040
Chabot	199	$ 735,504	**Irvine Valley**	150	$ 543,000	**Oxnard**	56	$ 208,320
Chaffey	176	$ 681,120	**Kings River**	52	$ 209,560	**Palo Verde**	1	$ 3,810
Citrus	337	$ 1,563,343	**Lake Tahoe**	3	$ 12,501	**Palomar**	208	$ 800,800
City C San Francisco	685	$ 2,735,890	**Laney**	71	$ 298,484	**Pasadena**	859	$ 3,384,460
Columbia	0	0	**Las Positas**	12	$ 48,360	**Porterville**	3	$ 10,845
Compton	50	$ 175,500	**Lassen**	47	$ 191,431	**Rancho Santiago**	442	$ 1,436,942
Contra Costa	29	$ 110,490	**Long Beach**	121	$ 464,035	**Rio Hondo**	350	$ 1,288,000
Cosumnes River	103	$ 426,420	**L.A. City**	813	$ 3,353,625	**Riverside**	203	$ 705,831
Crafton Hills	13	$ 50,362	**L. A. Harbor**	180	$ 815,400	**Sacramento City**	401	$ 1,660,140
Cuesta	69	$ 270,480	**L. A. Mission**	97	$ 386,642	**Saddleback**	250	$ 1,130,000

COLLEGE	#'s	TUITION FEES	COLLEGE	#'s	TUITION FEES	COLLEGE	#'s	TUITION FEES
L. A. Valley	217	$ 849,772	**L. A. Pierce**	214	$ 892,380	**San Bernardino**	92	$ 329,360
San Diego City	256	$ 954,880	**Santa Rosa**	161	$ 644,161	**Ventura**	38	$ 135,888
San D. Mesa	218	$ 804,420	**Shasta**	4	$ 14,384	**Victor Valley**	15	$ 57,300
San D. Miramar	9	$ 33,255	**Skyline**	59	$ 218,890	**Vista**	0	0
San Joaquin Delta	97	$ 369,570	**Solano**	20	$ 78,800	**West Hills**	0	0
San Jose City	49	$ 197,470	**Southwestern**	30	$ 98,640	**West L.A.**	121	$ 500,940
Santa Barbara	523	$ 1,892,214	**Taft**	20	$ 77,600	**West Valley**	123	$ 460,512
Santa Monica	2152	$ 8,995,360				**Yuba**	22	$ 91,564

*Adopted from: NAFSA "The Economic Benefits of International Education to the United States of America: A Statistical Analysis" : Pages 5-11

Table 3 - International Curricula Programs

	AACC	CCID	IIE	CCIE
Colleges that offer international curricula programs	79%	90%	not asked	90%
Offer international distance learning	6.4%	Not asked	not asked	35%
Offer internationalizing curricula	40%	90%	not asked	32%
Offer ESL	63%	90%	not asked	not asked
Offer foreign language curricula	64%	not asked	not asked	81%
Offer international certificate	not asked	28%	not asked	44%
Offer international degree	not asked	24%	not asked	44%

Table 4 - Study Abroad Programs

	AACC	CCID	IIE	SCFC	NCCCCFSC	CCIE
Conduct study abroad/ exchanges	49%	72%	not asked	100%	100%	80%
Conduct faculty exchanges	26%	63%	not asked	not asked	not asked	22%
Conduct faculty study abroad	18%	81%	not asked	not asked	not asked	not asked
Conduct student exchanges	19%	19%	not asked	not asked	not asked	not asked
Conduct student study abroad	36%	68%	not asked	100%	100%	80%
Participate in Fulbright Programs	not asked	18% - teacher exchange 0 % - lecturer abroad 6 % - Scholar-in-Residence 0 % - Group Study Abroad	not asked	not asked	not asked	not asked
Colleges with highest study abroad enrollments			Among the top 25 colleges, 11 were from California colleges # 2 LACC (169) # 3 Orange Coast (150) # 4 Santa Barbara (130) # 9 Glendale (87) # 10 San Francisco (84) # 14 Pasadena (47 # 16 Consumnes River (38) # 18 Ventura (32) # 21 Fresno (24) # 23 Chabot (20) # 24 Modesto (20)			# 1 Santa Barbara (223) # 2 Pasadena (172) # 3 Foothill (122) # 4 Glendale (110) # 5 Saddleback (95) # 6 North Orange (86) # 7 Santa Rosa (83) # 8 San Francisco (81) # 9 Citrus (90) # 10 Coast (75)

BEST COPY AVAILABLE

Table 5 - International Community Activities

	AACC	CCID	IIE	CCIE
Offer international community activities	43%	83%	not asked	23%
Offer international study tours	24%	not asked	not asked	not asked
Offer community international celebrations	31%	not asked	not asked	22%
Offer community foreign policy forums	9%	not asked	not asked	7%
Offer international continuing education	not asked	54%	not asked	not asked
Offer international credit courses	not asked	61%	not asked	not asked

Table 6 - International Business

	AACC	CCID	IIE	CCIE
Conduct international business activities	27%	27%		36%
Offer international consultation	12%			10%
Offer project management abroad	4%			10%
Offer international contract training	12%	24%		36%
Engage in economic development activities		34%		
Engage in foreign student training programs (CASS)		24%		
Engage in relationship with a sister college abroad			74%	24%
Host international visitors			95%	
Offer international business centers	10%			10%
Offer international training local business	17%	67%		17%
Offer on-campus ESL international contract programs				19%
Currently working on 1+ CCID projects		35%		10%
Currently working on international projects independently of CCID		76%		10%

Looking to the Future: Report on California Community College International and Global Education Programs

Appendix B

State Chancellors' Data Base

BEST COPY AVAILABLE

APPENDIX B: STATE CHANCELLORS' DATA BASE

Appendix B analyzes the Chancellor's Office for the California Community College's Data Base Curriculum and Instructional Resources Division Selected Program by College (May 1998), MIS Reports (May 1998), Statewide Summary of Selected Characteristics for Academic Year 1996-1997, Student Data by Citizenship Status (May 1998) and T.O.P. Code Reports (Fall 1996 & Fall 1997), to assess the extent to which international, intercultural and multicultural education are being conducted on a state-wide basis. Part I examines the MIS data on ethnic/cultural studies and international trade/international studies certificate and/or degree programs. Part II defines the MIS most frequently offered foreign language programs and lists which colleges offer these programs. Part III assesses the MIS data on international student and immigrant student characteristics. Finally, Part IV compares data from a state-wide Report of a Study of "Study Abroad" Programs 1984-1988 conducted by Ronald Farland and Rita Cepeda (1989) to the section on Study Abroad Programs from the California Colleges for International Education Annual Report 1997-1998 conducted by Rosalind Latiner Raby (1988).

PART I - MIS SUMMARY OF COURSE OFFERINGS & T.O.P CODES - KEY FINDINGS

The Chancellor's Office for the California Community Colleges Data Base Curriculum and Instructional Resources Division Selected Program by College (May 1998) and T.O.P. Code Reports (Fall 1996 & Fall 1997) were analyzed to assess the extent to which international, intercultural and multicultural oriented programs are offered at California community colleges. The California Community Colleges T.O.P. Code, Taxonomy of Programs, is a common numeric coding system by which district and colleges categorize degree and certificate programs and courses on the basis of the similarities of their published goals and objectives. Individual programs can be compared on a state-wide level as to the state-wide number of hours offered by these programs, state-wide course enrollments etc. The Selected Program data singles individual programs and indicates which colleges statewide offer these programs. Information on specific variance of these programs and dates in which they were initiated are found in this source. The MIS Selected Program data provides information on 1) the type of program offered; 2) when that program was approved; 3) the number of units offered in that program; and 4) transferability of that program. Many of the programs listed were initiated up to thirty years ago. Some colleges have maintained these programs, while others have not. MIS researchers are currently reviewing the current status of these programs, and are in the process of identifying which of these programs are still being offered.

General analysis of these combined reports indicates that among those international, intercultural and multicultural oriented programs listed, a) growth has occurred over the past five years; b) the lack of specific information related to these programs is indicative of these programs as being peripheral to the community college system.

T.O.P. Code for International Trade

The T.O.P. Code for International Trade is 0509.90. Data on this six digit number was not available, and therefore for both 1996 and 1997 it is unknown how many sections statewide were offered in this field. In 1996, the following was reported that on a statewide basis, International Trade was offered for: 19,424 hours with 644 course enrollments. In 1997, International Trade was offered for 23,535 hours, with 782 course enrollments. This is an increase of 17% for both hours offered and for course enrollment. The lack of information is indicative of these courses being peripheral to the community college system.

T.O.P. Code for Ethnic and Cultural Studies

The T.O.P. Code for Ethnic and Cultural Studies is 2202.10. Data on this six digit number for 1996 was available and provided information on how many sections were offered statewide. However, the data did not distinguish between ethnic (multicultural) and cultural (international) studies. In 1996, the following was reported that on a statewide basis, Ethnic and Cultural Studies were offered for 47,313 hours with 781,159 course enrollments. In 1997, Ethnic and Cultural studies were offered for 15, 927 hours with 811,324 course enrollments. This is an increase of 3.5% for course enrollment. The lack of information is indicative of these courses being peripheral to the community college system.

T.O.P. Code for Citizenship

The T.O.P. Code for Citizenship is 4930.90. Data on this six digit number was not available and therefore for both 1996 and 1997 it is unknown how many courses or sections statewide were offered in this field. In 1996, the following was reported that on a statewide basis, Citizenship courses were offered with 157,054 course enrollments. The 1997 information for T.O.P. Code for Citizenship was not available. The lack of information is indicative of these courses being peripheral to the community college system.

T.O.P. Code for Other Social Sciences

The T.O.P. Code for Other Social Sciences is 2299.00. Within this T.O.P. code is included International Studies; Intercultural Studies; American Studies; Global Studies. Data on this six digit number was not available for how many sections statewide were offered in this field. In 1996, Other Social Sciences courses were offered on a statewide basis for: 25,790 course enrollments and 49 units. In 1997, Other Social Sciences courses were offered on a statewide basis for: 25,206 course enrollments; and 52 units. While the units increased, the course enrollments showed a decrease of 2%. The consolidating of International, Intercultural and Global Studies under "Other Social Sciences" and the lack of concrete information is indicative of these courses being peripheral to the community college system.

Ethnic and Cultural Studies Programs - Key Findings

See Table 1 for complete details. Sixty-Three programs fall under the rubric of the Ethnic Studies Program are offered by California Community Colleges. Although listed as being functioning, many of these programs may not be active and therefore, the State Chancellor's office researchers are currently reviewing their current status and operative characteristics. However, based on May 1998 reports, the following is said to exist:

➠ The first California college to initiate an Ethnic Studies program was Citrus college in 1967. L.A. Mission and Sierra colleges are the newest additions, adding their programs in 1998.

➠ Colleges initiated programs between 1967 - 1969. However, the bulk of California community colleges (20 colleges) initiated their programs in 1970. 10 colleges initiated programs between 1971 - 1974 and another 10 colleges initiated programs between 1975 - 1979. In the 1980s only 4 colleges initiated programs. However, new additions are increasing in the 1990s with 4 colleges initiating programs between 1990 - 1994 and another 5 colleges initiating programs between 1995-1998.

➠ 20 of the programs (32%) are transfer programs.

➠ 41 of the programs (66%) have not been verified by MIS as still being in existence.

➠ 24 colleges (38%) did not have a listing for the number of units in each of their ethnic studies programs. Of those that had listings, the greatest number of programs have between 18 - 24 units. In specific: 12 programs have programs with 18 units; 6 programs each have 20 or 24 units; 9 programs have between 19 - 27 units; 5 programs have between 32 - 39 units; 3 programs have between 40 - 47 units and 1 program has 60 units.

➠ The most popular programs are

6 Colleges offer: African-American Studies, Mexican/ Latin-American Studies, or Chicano Studies;

3 Colleges offer: Cross-Cultural Studies;

2 Colleges offer: Multicultural Studies, Asian-American Studies, Black Studies, or Native American (Indian) Studies;

1 College offers: La Raza Studies; Inter-cultural Studies (Degrees/ Certificates); Cultural Pluralism; Jewish Studies; Asian Studies and sub-part of Sociology Department.

International Business and Studies Programs- Key Findings

See Table 2 for complete details. Thirty programs fall under the rubric of International Business and Studies Programs offered by California Community Colleges. Of these thirty programs, twenty-one are involved with aspects of International Business. Although listed as being functioning, many of these programs may not be active and therefore, the Chancellor's Office researchers are currently reviewing their current status and operative characteristics. However, based on May 1998 reports, the following is said to exist:

➠ 20% of California Community Colleges offer an International Business type of program

➠ 8% of California Community Colleges offer an International Studies type of program.

- El Camino College initiated the first American Studies Program in 1971 and American River initiated the first International studies program in 1973. Saddleback College initiated the first international Business program in 1986.

- The newest programs in this field are the International Business program in L.A. Pierce College in 1998, and the International Studies program at Cañada College initiated in 1996.

- The bulk of the programs (14 programs) were initiated in the 1990s, with 11 of these 14 initiated between 1990-1995. 6 programs were initiated in the 1980s and only 3 programs were initiated in the 1970s. 6 programs did not have start-up dates.

- 8 programs did not list their units. 2 programs listed general units between 34-36 units.

- Of the Certificate programs, 3 programs offered 18 units; 2 programs offered 21, 30 or 32 units and one program each offered 22; 24; 29.5; 31; 33; 36; 37 units.

- Of the Degree programs, 3 programs offered 36 units; 8 programs offered under 36 units and 3 programs offered more than 36 units, one of which offered 60 units.

- 10 International Business Programs
6 International Trade or International Studies Programs
2 American Studies, International Business Management, or International Business Executive Programs.
1 Business Operations Global Studies; International & Intercultural Studies; or International Marketing Programs.

- 7 programs (23%) are transfer programs.

- 16 programs were not verified.

International Business/studies and Ethnic Studies Generalizations

- Almost twice as many California community colleges offer Ethnic/Cultural Studies programs (63) than they offer International Business or International Studies Programs (30).

- Ethnic studies programs are older, with the first being initiated in 1967, while the first International Studies program was initiated in 1973 and the first international business program in 1986.

- The bulk of the Ethnic studies programs were initiated in the 1970s while the bulk of the International Business/Studies programs were initiated in the 1990s.

- The majority of both Ethnic/Cultural Studies and International Business/Studies programs have between 18-36 units.

- 32% of the Ethnic/Culture Studies programs are transfer programs, while 23% of the International Business/Studies programs are transfer programs.

- 66% of the Ethnic/Culture Studies programs have not been verified recently while 54% of the International Business/Studies programs have not been verified recently.

- While there are T.O.P. Codes for International Trade and Ethnic Studies, the fields of International Studies, Intercultural Studies and Global Studies are consolidated under the T.O.P. Code of "Other Social Sciences." These clearly "internationally" oriented programs are placed in the same category as "American Studies" courses which do not have an international foundation.

Inconsistencies

There are noted inconsistencies between the Chancellor's Office data reports and the California Colleges for International Education (CCIE) Annual Report (which details activities of fifty-eight colleges):

- The first International Studies A.A. Degree program may have been offered at Santa Barbara City in 1981 and the first International Business A.A. Degree program may have been offered at Vista in the late 1970s. The Chancellor's Office reports do not mention that either of these colleges had or currently have programs.

- The Chancellor's Office data also does not identify which individual courses have included internationalized modules, i.e. showing international perspectives of the curriculum. The CCIE 1998 Annual Report indicates that 12 colleges have identified individual courses that have been revised to included internationalized modules.

- There may be far more International Business/International Studies programs offered in the state than indicated by the Chancellor's Office reports. CCIE Report indicates that forty-five such programs were identified (as compared to 30 such programs identified by Chancellor's Office reports).
- 17 Certificates in International Business and 15 A. S. International Business Programs (10 more than identified by Chancellor Office reports).
- 6 A.A. Degree International Studies Programs and 4 Certificates in International Studies (2 more than identified by Chancellor's Office reports)
- 2 A.A. Degree in Intercultural Studies and 1 Certificate in Intercultural Studies (3 more than identified by Chancellor's Office reports)
- 0 American Studies Degrees or Certificates (Chancellor's Office reports identify 2 such programs).

PART II - FOREIGN LANGUAGE PROGRAMS - KEY FINDINGS

See Table 2 for complete details. This section provides information on the type of foreign language offering made by California community colleges as found in the documents reviewed. The Chancellor's office researchers are in the process of updating these documents, however, based on current reports, the sixteen most frequently offered foreign languages are:

- The following foreign language programs are offered: 98 Colleges offer Spanish; 92 offer French; 73 offer German; 35 offer Italian; 33 offer Japanese; 26 offer Russian; 19 offer Chinese; 8 offer Latin; 5 offer Portuguese; 5 offer Vietnamese; and 1 college each offers Greek and Cambodian.

- The most frequently offered foreign languages are: Cantonese, French, German, Italian, Japanese and Spanish.

- 28 colleges offer under 3 language programs
- 29 colleges offer 3 language programs
- 15 colleges offer 4 language programs
- 10 colleges offer 5 language programs
- 9 colleges offer 6 language programs
- 5 colleges offer 7 language programs
- 7 colleges offer 8 language programs
- 2 colleges (Grossmont College and Irvine Valley College) offer 9 language programs
- 1 college (San Joaquin Delta College) offers 10 language programs

Foreign Language Generalizations

- Almost all California community colleges offer Spanish or French programs. The next popular languages are German, followed by Italian, Japanese, Russian and Chinese.

- 57 Colleges offer 3 language programs or under (54%) and 34 Colleges offer between 4-6 language programs (32%).

- California Colleges offer a combined total of twenty-nine different foreign languages.

- The CCIE Report indicates that far more colleges offer certain languages than noted in the State Chancellor's Reports.
  Among CCIE colleges are offered: 22 Cantonese, 4 Mandarin, 5 Arabic, 5 Filipino, 7 Korean, 6 American Sign Language, 3 Armenian, 2 Hmong, 2 Tagalog, 2 Thai, 1 Dutch, 1 Farsi, 1 Polish, 1 Romanian, 1 Swahili, 1 Swedish and 1 Yiddish programs.

- CCIE Report notes that the L.A. District offers 18 different foreign language programs and Coast District offers 21 different programs.

PART III - IMMIGRANT AND INTERNATIONAL STUDENT CHARACTERISTICS

This section provides information on selected characteristics of student data by citizenship status based on data provided. The Chancellor's Office researchers define the citizenship status of California community college students as: 1) Permanent Residence Status - person who has been admitted to the U.S. as an immigrant, and who has acquired permanent residency status through the appropriate legal processes; 2) Temporary Resident Status - a person who has been granted status as a temporary resident under provisions of the Immigration Reform and control act of 1986; 3) Refugee Status - person admitted to the U.S. as a refugee; 4) Asylee Status - person who has been allowed to remain in the U.S. after seeking asylum; and 5) Student Visa Status - person who has been admitted to the U.S. to participate in a program of academic or vocational study - F-1 (academic) or M-1 (vocational) study. This section compares age, gender, academic and goal orientation characteristics of domestic students, immigrant students (permanent resident, temporary resident, refugee or Asylee status), and international students (F-1/M-1). See Table III for complete details.

Immigrant & International Student Programs - Key Findings

➡ 17.9% of all California community college students are known immigrants. Of these,
13.1% are permanent resident
4.4% Status Unknown.
2.1% Other Status
1.2% Refugee or Asylee
1.2% Student Visa (F-1 or M-1)
.4% temporary resident.

➡ There is a total of 216,182 ESL students in California community colleges statewide.

➡ There is a similar breakdown of student gender, with slightly more female students in the U.S. Citizen, Immigrant and International Student categories. The Temporary residents students have a 50/50 gender split.

➡ The majority of U.S. students and Immigrant students are 25 and older, whereas the majority of international students are between the ages of 20-24.

➡ The majority of U.S. students are White followed by Hispanic. The majority of immigrant students are Hispanic followed by Asian/Pacific Islander. The majority of international students are Asian/Pacific Islander followed by White.

➡ A greater percentage of International students took credit courses than either U.S. Citizens or immigrant students.

➡ A greater percentage of international students received a grade point average of 3.0 - 4.0 than U.S. citizens or immigrant students.

➡ The majority of all students did not enroll in any basic skill course. More immigrant students enrolled in precollegiate basic skill courses followed by international students.

➡ An equal amount of U.S. students took no units, 3.0 - 5.9 units, or 12.0+. The majority of immigrant students took either no units or 12.0 and over. The majority of international students took 12.0 and over units.

➡ The majority of U.S. students and immigrant students earned either no units or .01 - 2.9 units.

➡ The majority of international students earned either no units or 12.0 and over units.

➡ The majority of all students are continuing students. The second highest category for all students is first-time students.

➡ The majority of all students are not enrolled in transferable Math/ English Courses. The second highest category for all students is that they enroll in transferable English courses.

➡ The majority of all students did not complete a transferable Math/ English Course, with percentages slightly lower for International Students.

➡ The majority of U.S. Citizens and immigrant students either obtain A.A. degrees and transfer to a four-year institution or are undecided on a goal.

➡ The majority of international students either obtain A.A. degrees and transfer to a university or transfer to a university year institution without obtaining a degree.

Immigrant & International Student Generalizations

- A significant proportion of California Community Colleges students are either immigrant or international students.

- The majority of all students (male and female) are continuing students or first-time students.

- Immigrant and international students are slightly older than U.S. students, while the gender breakdown remains the same.

- There is considerable ethnic differentiation between U.S., immigrant and international students.

- International students took more credit courses than those in the other categories and maintained a higher grade point average.

- Immigrant students enrolled in higher numbers in precollegiate basic skills courses.

- Immigrant students and international students primarily take 12.0 units, compared to U.S. students who take a range of units.

- The majority of U.S. students and immigrant students earn under 3.0 units compared to international students who earn 12.0+ units.

- The majority of U.S. Citizens and immigrant students either obtain A.A. degrees and transfer to a four-year institution or are undecided on a goal. The majority of international students either obtain A.A. degrees and transfer to a four-year institution or transfer to a four-year institution without obtaining a degree.

PART IV - STATE STUDY ABROAD REPORTS COMPARISON

Two state-wide reports on study abroad programs are compared in this section: Report of a Study of "Study Abroad" programs, 1984 - 1988 conducted by Ronald Farland and Rita Cepeda (1989) from the Chancellor's Office for the California Community Colleges and the "Study Abroad Section" of the California Colleges for International Education Annual Report, 1997-1998 conducted by Rosalind Latiner Raby (1998). These reports were analyzed to assess the extent to which study abroad programs have become institutionalized in numerous California community colleges over the past decade.

Details are provided on how many students attended specific programs, which programs were canceled due to low enrollment and details on upcoming programs in terms of dates, prices and courses. The Farland and Cepeda report examines the years 1984-1988. The Raby report examines the years 1997-1999.

Farland and Cepeda (1988) Study Abroad Report - Key Findings

See Table IV for complete details.

- Report covers activities of 36 responding districts.
- 36 districts responded that students participated in study abroad from at least one district college.
- 5 additional districts intended to establish programs in 1989 or 1990.
- 94 study abroad programs were offered at 36 districts.
- 855 students participated in study abroad in 1984 which rose to 2,834 students in 1988.
- Most districts contracted out for non-instructional program components..
- In 1988, Great Britain was the most popular location for study abroad programs, followed by France and Mexico.
- In 1988, 32.6% of the credits earned were in foreign languages; 23.7% in humanities and 16.1% in social sciences.
- 64% of the districts reported that student selection was based upon prior completion of a specified number of units.
- In 1988, two-thirds of the study abroad students were women, two-thirds were between the ages of 18-29 and only 12% were Asian, Black or Hispanic.

CCIE (1998) Study Abroad Report - Key Findings

- Programs offered in 1998:
- 27 Fall semester and 27 Spring semester programs.
- 54 Summer programs.
- 7 Winter/Spring Break programs
- Only 50% of the CCIE colleges reported their 1998 Student enrollment numbers. For those who did report, the number of students enrolled in study abroad was:
    - Fall Semester - 450 students
    - Winter/Spring Break - 125 students
    - Spring Semester - 375 students
    - Summer Session - 600 students.
- Program location in 1998:
- Fall semester programs went to Europe (18), Latin America (1) and USA (1).
- Winter/Spring Break programs went to Europe (3); Latin America (3) and USA (1).
- Spring semester programs went to Europe (22) and Latin America (1)
- Summer programs went to Europe (24), Asia (8), Australia (1) and Latin America (21).
- The most popular locations for Semester programs were Great Britain, followed by Italy and France.
- The most popular location for Winter/Spring 1997/1998 was Costa Rica followed by Great Britain.
- The most popular location for Summer 1998 was Mexico followed by Costa Rica, Spain and Paris.

- Semester programs awarded the most credit to Art/Music; followed by Social Sciences, Foreign Languages and English courses.

- Winter/Spring Break programs awarded the most credit to Natural and Physical Science courses.

- Summer programs awarded the most credit to Foreign Languages and Natural and Physical Sciences courses.

- An average of 25% of Semester students receive financial aid.

- An average of 8% of Summer session students receive financial aid.

- An average of 4.5% of Semester students receive Scholarships.

- An average of 2% of Summer session students receive scholarships.

- An average of 12% of Semester students are minority students.

- An average of 14% of Summer session students are minority students.

- A number of colleges belong to other state consortia that solely emphasize study abroad cooperatives that have ties to a single study-abroad contractor. The most popular are: Central California Consortium led by Modesto College, Foothill Consortium led by Citrus College and NORCAL Consortium (Santa Rosa, Diablo Valley, Hartnel, Sequoias, Foothill/DeAnza, San Mateo, Canada, Skyline, Contra Costa District, Santa Maria), and College Consortium for Foreign Study (CCFS) .

Study Abroad Generalizations

- In 1988, 36 districts reported that they sponsored study abroad programs which rose to 39 districts in 1998.

- In 1988, 12% of students participating in study abroad programs were minorities. In 1998 that rose to an average of 13% with some colleges reporting that as many as 75% of their students are minorities.

- In 1988 the majority of courses offered abroad were in foreign languages followed by humanities. In 1998, the majority of courses were in humanities, followed by both foreign languages and social sciences and physical sciences.

- In 1988 the favorite locations for study abroad were Great Britain, France and Mexico. In 1998, the favorite locations for study abroad were Great Britain, Costa Rica, Italy, Mexico and France.

- In 1988 there was a total of 94 study abroad programs that rose to 125 programs in 1998.

- In 1988, 2,834 students participated in study abroad programs. In 1998, approximately 1,600 participated in study abroad programs, with half of the colleges reporting their numbers.

Table 1 - Ethnic & Cultural Studies Programs

COLLEGE	ETHNIC STUDIES			
	Verified*	**Year Approved**	**TYPE**	**Units**
Alameda		1970	African-American Studies;	18
			Mexican/Latin-American Studies	20
Bakersfield		1975		24
Cabrillo		1981		
Cerritos		1972		
Chabot		1972		
Citrus		1967	Sociology (Transfer)	38
Contra Costa		1975	Africa-American Studies	24
		?	La Raza Studies	20
Cyprus		1994	Multicultural Studies	24
DeAnza	X	1970	Degree & Certificate: Intercultural S.	40 C) 44 (D)
ELAC		1975	Chicano Studies (Transfer)	21
El Camino		1989		20
Evergreen V.	X	1997	Cultural Pluralism (Transfer)	
Foothill		1970		18
Fresno City		1970		
Fullerton		1970	Latin American Studies (Transfer)	18
Grossmont		107-	Cross-Cultural Studies	23
Hartnell		1994	Chicana/Chicano Studies (Transfer)	22
Imperial Vall		1975		
Irvine Valley		1992		
LACC	X	1970	African-American Studies (Transfer)	
		1970	Asian American Studies (Transfer)	
		1970	Chicano Studies (Transfer)	36
		1970	Latin American Studies (Transfer)	47
LAPC		1995	Latin American Studies (Transfer)	24
LAMC	X	1998		
LAVC		1972	Jewish Studies (Transfer)	27
Laney		1970	African-American Studies	20
			Mexican/Latin-American Studies	23
Las Positas		1991		
Marin		1970		24
Mendocino		1981		27

COLLEGE	**ETHNIC STUDIES**			
	Verified*	**Year Approved**	**TYPE**	**Units**
Merritt		1970	African-American Studies	18
Mira Costa		1977	Multi-Cultural Studies	18
Moorpark	X	1969	Chicano Studies (Transfer)	
Monterey P.		1970		
Ohlone		1976		
Palomar		1971	American Indian Studies	18
Redwoods	X	1972		
Rio Hondo		1975		
Sacramento		1970		18
Saddleback		1997	Cross Cultural Studies	
San Diego C		1971		
San D. Mesa		1972		
San Francisco		1970		
San Joaquin Delta		1978		60
San Jose	X	1970	(Transfer)	
San Mateo		1970		
Santa Ana		1971	Black Studies (Transfer) Chicano Studies (Transfer)	18 32
Santa Barbara		1987	Black Studies (Transfer) Chicano Studies (Transfer) Native American Studies (Transfer)	19 18 18
Santa Monica		1973	(Transfer)	20
Santa Rosa		1970		
Sierra		1998	Asian Studies	
Solano		1970		39
Southwestern		1975 ? ?	Asian-American Studies (Transfer) African-American Studies Mexican-American Studies	25 18 25
Ventura		1976	Bilingual/Cross-Cultural Studies	37 (D/C)
Yuba	X	1970		18

* Verified means that these are programs that have been recently checked by the Chancellor's Office researchers as still being offered. It is estimated that by Summer, 1999, all colleges listed will be verified.

Table 2 - International Trade & International Studies Programs

COLLEGE	INTERNATIONAL TRADE & INTERNATIONAL STUDIES					
	Verified*	Year Approved	TYPE	Units	Certificate	Degree
Allan Hancock		1991 1991	International Studies: Business Option International Studies		31	31 31
American River	X	1973	International Studies (Transfer)			
Canada	X	1996	International Studies (Transfer)			24.5
Coastline		1989	International Business (Transfer)		29.5	60
Cyprus	X		American Studies International Studies			
ELAC	X	1973	International Trade	34	X	
El Camino		1971	American Studies		21	
Foothill		1988	International Trade	36		
Fullerton		1995	International Business Management		37	37
Grossmont			International Business		32	32
Irvine Valley		1992 1992	International Trade International Studies			
LAHC			International Business			40
LAPC	X	1998	International Business			
Long Beach	X	1989 1989	International Business Executive International Business Operations		33 18	33
Mission		1995 1992	Global Marketing, Management, Business (Transfer) Global Studies		18 30	35 36
Moorpark	X	1985	International & Intercultural Studies (Transfer)			
Orange Coast	X		International Marketing (Transfer)		21	21
Palomar		1992	International Business		36	36
Sacramento		1993	International Business		18	18
Saddleback		1986	International Trade			
San Jose		1993	International Business (Transfer) International Business Executive		24 32	36
Santa Ana	X	1997	International Business Management			
Santa Monica	X		International Business		30	
Vista	X	1985	International Trade		22	

* Verified means that these are programs that have been recently checked by the Chancellor's Office researchers as still being offered. It is estimated that by Summer, 1999, all colleges listed will be verified.

BEST COPY AVAILABLE

Table 3 - Foreign Language Offerings

FOREIGN LANGUAGES	COLLEGES
Arabic	Grossmont; Irvine Valley
Cambodian	San Joaquin Delta
Chinese	Cabrillo; Coastline; De Anza; Foothill; Fullerton; Grossmont; Hartnell; Irvine Valley;; Laney; LACC LATTC; Mira Costa; Mt. San Antonio; Sacramento; Saddleback; San Joaquin Delta; San Francisco; Santa Barbara; Santa Monica
Filipino	Hartnell; San Francisco
French	Alameda; Allan Hancock; American River; Antelope Valley; Butte; Canyon; Cabrillo; Canada; Cerritos; Cerro Coso; Chabot; Chaffey; Citrus; Coastline; Compton; Contra Costa; Cosumnes River; Crafton Hills; Cuesta; Cuyamaca; Cypress; DeAnza; Desert; Diablo Valley; ELAC; El Camino; Evergreen; Fresno; Foothill; Fullerton; Glendale; Golden West; Grossmont, Harttnell; Irvine Valley; Imperial Valley; Laney; Los Medanos; Las Positas; LACC; LAHC: LAPC; LASW: LATTC: LAVC; Long Beach; Marin; Mendocino; Merced, Merritt; Mira Costa; Mission; Modesto; Monterey; Mt. San Antonio; Mt. San Jacinto; Moorpark; Napa; Ohlone; Orange Coast; Pasadena; Palomar; Porterville; Redwoods; Rio Hondo; Saddleback; Sacramento; San Bernardino Valley; San Diego City; San Diego Mesa; San Diego Miramar; San Francisco; San Joaquin Delta; San Jose; San Mateo; Santa Ana; Santa Barbara; Santa Monica; Santa Rosa; Sequoias; Shasta; Sierra; Siskiyous; Solano; Southwestern; Taft; Ventura; Victor Valley; ELAC: West Hills; West Valley; Yuba
German	Antelope Valley; American River; Bakersfield; Butte; Cabrillo; Canada; Canyons; Cerritos; Chabot; Chaffey; Citrus; Cerro Coso; Coastline; Compton; Contra Costa; Cosumnes River; Crafton Hills; Cyprus; Cuesta; DeAnza; Desert; Diablo Valley; El Camino; Foothill; Fullerton; Glendale; Golden West; Grossmont; Hartnell; Imperial Valley; Long Beach; LACC; LAVC; Marin, Merced; Mira Costa; Mission; Modesto; Moorpark; Monterey; Mt. San Antonio; Mt. San Jacinto; Napa; Ohlone; Orange Coast; Palomar; Pasadena; Porterville; Redwoods; Rio Hondo; Sacramento; Saddleback; San Bernardino; San Francisco; San Diego City; San Diego Mirimar; San Diego Mesa; San Joaquin Delta; San Jose; San Mateo; Santa Ana; Santa Barbara; Santa Monica; Santa Rosa; Sequoias; Shasta; Sierra; Siskiyous; Solano; Taft; Ventura; West Valley; Yuba
Greek	San Joaquin Delta
Hebrew	Grossmont; Irvine Valley; LAVC; Moorpark; Pasadena; Saddleback; San Diego Mesa; Santa Monica
Italian	Allan Hancock; American River; Cabrillo; Canada; Chabot; Coastline; Contra Costa; DeAnza; Desert; Diablo Valley; Foothill; Fullerton; Grossmont; Irvine Valley; Los Medanos; LACC; LAPC; LAVC; Marin; Merced; Mission; Modesto; Moorpark; Monterey; Mt. San Antonio; Orange Coast; Pasadena; Saddleback; San Diego Mesa; San Joaquin Delta; Santa Ana; Santa Barbara; Santa Monica; Sierra; West Valley;
Japanese	American River; Cabrillo; Cerritos; Coastline; Cyprus; Desert; Diablo Valley; El Camino; Foothill; Fullerton; Grossmont; Irvine Valley;; LAPC LATTC; Marin; Mira Costa; Mission; Moorpark; Monterey; Mt. San Antonio; Mt. San Jacinto; Orange Coast; Pasadena; Sacramento; Saddleback;; San Joaquin Delta; San Jose; Santa Ana; Santa Barbara; Santa Monica; Sierra; West Valley; Yuba
Korean	Coastline
Latin	De Anza; Foothill; Irvine Valley; Modesto; Palomar; Pasadena; Sacramento City; San Diego Mesa;
Portuguese	Chabot; Diablo Valley; Modesto; San Diego Mesa; Sierra;
Russian	American River; Cabrillo; Chabot; Cerro Coso; Coastline; DeAnza; Desert; Diablo Valley; El Camino; Fullerton; Grossmont; Irvine Valley; Monterey; Mt. San Antonio; Palomar; Pasadena; Porterville; Rio Hondo, Sacramento City; Saddleback; San Diego Mesa; San Francisco; San Joaquin Delta; Santa Barbara; Santa Monica; West Valley

FOREIGN LANGUAGES	COLLEGES
Spanish	Alameda; Allan Hancock; American River; Antelope Valley; Bakersfield; Barstow; Butte; Canyon; Cabrillo; Canada; Cerritos; Cerro Coso; Chabot; Chaffey; Citrus; Compton; Contra Costa; Cosumnes River; Crafton Hills; Cuesta; Cuyamaca; Cypress; DeAnza; Desert; Diablo Valley; ELAC; El Camino; Evergreen; Feather River; Fresno; Foothill; Fullerton; Gavilan; Glendale; Golden West; Grossmont; Harttnell; Irvine Valley; Imperial Valley; Lake Tahoe; Laney; Los Medanos; Las Positas; LACC; LAHC: LAMC; LAPC; LASW: LATTC: Long Beach; Marin; Mendocino; Merced; Mira Costa; Mission; Modesto; Mt. San Antonio; Mt. San Jacinto; Moorpark; Napa; Ohlone; Orange Coast; Oxnard; Pasadena; Palomar; Palo Verde; Porterville; Redwoods; Rio Hondo; Saddleback; Sacramento; San Bernardino Valley; San Diego City; San Diego Mesa; San Diego Miramar; San Francisco; San Joaquin Delta; San Jose; San Mateo; Santa Ana; Santa Barbara; Santa Monica; Santa Rosa; Sequoias; Shasta; Sierra; Siskiyous; Skyline; Solano; Southwestern; Taft; Ventura; Victor Valley; Vista ELAC: West Hills; West Valley; Yuba
Vietnamese	Coastline; Cosumnes River; Fullerton; Sacramento City; San Joaquin Delta;

Table 4 - International and Immigrant Students

GENDER	FEMALE	MALE
U.S. Citizen	55%	44%
Permanent Resident	55%	45%
Temporary Resident	50%	50%
Student Visa F-1 or M-1	52%	48%

DATA ANALYSIS : Similar breakdown of student gender between U.S., Immigrant and international students.

AGE	Under 20	20-24	25 +	Unknown
U.S. Citizen	21 %	23 %	55 %	.4 %
Permanent Resident	17 %	29 %	53 %	1 %
Temporary Resident	14 %	27 %	59 %	.2 %
Student Visa F-1 or M-1	21 %	52 %	27 %	.5 %

DATA ANALYSIS: The majority of U.S. students/Immigrant students are 25+, whereas the majority of international students are between the ages of 20-24.

Appendix B: State Chancellors' Data Base

ETHNICITY	**Asian/Pacific Islander**	**Black**	**Filipino**	**Hispanic**	**American Indian/ Alaskan**	**Other Non-White**	**White**	**Unknown**	**Not Sure**
U.S. Citizen	7 %	9 %	3 %	19 %	1 %	2 %	53 %	3 %	2 %
Permanent Resident	35 %	2 %	6 %	40 %	.1 %	2 %	12 %	3 %	.8 %
Temporary Resident	16 %	2 %	3 %	68 %	0	.9 %	7 %	3 %	.9 %
Student Visa F-1/M-1	73 %	2 %	.9 %	7 %	0	2 %	13 %	3 %	.7 %

DATA ANALYSIS: The majority of U.S. students are White followed by Hispanic. The majority of immigrant students are Hispanic followed by Asian/Pacific Islander. The majority of international students are Asian/Pacific Islander followed by White.

COURSE CREDIT	**Took Credit Courses**	**Took Non-Credit Courses**
U.S. Citizen	72 %	29 %
Permanent Resident	68 %	32 %
Temporary Resident	65 %	35 %
Student Visa F-1/M-1	84 %	16 %

DATA ANALYSIS: More International students took credit courses than either U.S. Citizens or immigrant students.

GRADE POINT AVERAGE	**None**	**.01 - .09**	**2.0 - 2.5**	**2.5 - 3.0**	**3.0 - 4.0**
U.S. Citizen	6 %	10 %	12 %	15 %	30 %
Permanent Resident	4 %	10 %	14 %	16 %	24 %
Temporary Resident	4 %	12 %	14 %	15 %	21 %
Student Visa F-1/M-1	2 %	10 %	15 %	20 %	38 %

DATA ANALYSIS: More international students received a grade point average of 3.0 - 4.0 than U.S. citizens or immigrant students.

BASIC SKILLS	**Enrolled in Basic Skill Courses**	**Did not Enroll in any basic skill course**	**Enrolled in Precollegiate Basic Skill Courses**
U.S. Citizen	9 %	90 %	10 %
Permanent Resident	2 %	77 %	21 %
Temporary Resident	3 %	68 %	29 %
Student Visa F-1/M-1	2 %	81 %	16 %

DATA ANALYSIS: The majority of all students did not enroll in any basic skill course. More immigrant students enrolled in precollegiate basic skill courses followed by international students.

ANNUAL UNITS ATTEMPTED	No Units	.01 - 2.9	3.0 - 5.9	6.0 - 8.9	9.0 - 11.9	12.0 and over
U.S. Citizen	28 %	9 %	23 %	12 %	.0 %	21 %
Permanent Resident	32 %	5 %	19 %	11 %	7 %	26 %
Temporary Resident	35 %	5 %	17 %	11 %	7 %	24 %
Student Visa F-1/M-1	16 %	2 %	14 %	8 %	8 %	53 %

DATA ANALYSIS: An equal amount of U.S. students took no units, 3.0 - 5.9 units, or 12.0 and over. The majority of immigrant students took either no units or 12.0 and over. The majority of international students took 12.0 and over units.

EARNED UNITS	No Units	.01 - 2.9	3.0 - 5.9	6.0 - 8.9	9.0 - 11.9	12.0 and over
U.S. Citizen	27 %	36 %	17 %	9 %	6 %	5 %
Permanent Resident	32 %	25 %	18 %	10 %	8 %	7 %
Temporary Resident	32 %	25 %	19 %	11 %	8 %	6 %
Student Visa F-1/M-1	20 %	16 %	14 %	17 %	13 %	24 %

DATA ANALYSIS: The majority of U.S. students and immigrant students earned either no units or .01 - 2.9 units. The majority of international students earned either no units or 12.0 and over units

ENROLLMENT STATUS	First-Time	First-Time	Returning	Returning	Continuing	Uncollected/Unreported	Not Applicable
U.S. Citizen	19%	17 %	5 %	18 %	35 %	2 %	5 %
Permanent Resident	26 %	11 %	3 %	12 %	42 %	3 %	3 %
Temporary Resident	28 %	9 %	2 %	11 %	42 %	6 %	3 %
Student Visa F-1/M-1	28 %	17 %	2 %	4 %	45 %	2 %	1 %

DATA ANALYSIS: The majority of all students are continuing students. The second highest category for all students is first-time students.

BEST COPY AVAILABLE

Appendix B: State Chancellors' Data Base

ENROLLED IN TRANSFER COURSES	**Enrolled in Transferable Math & English Course**	**Enrolled in Transferable English Course**	**Enrolled in Transferable Math Course**	**Not Enrolled in transferable Math/English Course**
U.S. Citizen	4 %	14 %	5 %	77 %
Permanent Resident	5 %	12 %	6 %	80 %
Temporary Resident	4 %	11 5	5 %	81 %
Student Visa F-1/M-1	12 %	19 %	13 %	56 %

DATA ANALYSIS: The majority of all students are not enrolled in transferable Math/English Courses. The second highest category for all students is that they enroll in transferable English courses.

SUCCESSFUL TRANSFER COURSES	**Completed Transferable Math & English Course**	**Completed Transferable English Course**	**Completed Transferable Math Course**	**Not Completed transferable Math/English Course**
U.S. Citizen	2 %	11 %	3 %	84 %
Permanent Resident	3 %	9 %	4 %	84 %
Temporary Resident	2 %	9 %	3 %	86 %
Student Visa F-1/M-1	9 %	17 %	11 %	64 %

DATA ANALYSIS: The majority of all students did not complete transferable Math/English Courses.

STUDENT GOAL	U.S. Citizen	Permanent Resident	Temporary Resident	Student Visa F-1 or M-1
Obtain A.A. and transfer to 4-year institution	23 %	20%	17 %	35 %
Transfer to 4-year institution without AA	10 %	11 %	7 %	19 %
Obtain AA without transfer	5 %	5 %	5 %	7 %
Obtain vocational degree without transfer	3 %	3 %	3 %	3 %
Earn Vocational certificate without transfer	3 %	3 %	4 %	2 %
format career interests, plans, goals	4 %	3 %	4 %	2 %
prepare for new career/acquire job skills	7 %	7 %	10 %	3 %
advance current job/career or update job skills	7 %	5 %	5 %	1 %
Maintain certificate/license	2 %	1 %	2 %	.5 %
Educational, intellectual, cultural development	10 %	6 %	5 %	5 %
improve basic skills in English, reading, math	2 %	8 %	14 %	3 %
Complete Credits for HS diploma/GED	2 %	3 %	3 %	1 %
undecided on goal	16 %	17 %	18 %	10 %
Uncollected/Unreported	7 %	9 %	4 %	9 %

DATA ANALYSIS: The majority of U.S. Citizens and immigrant students either obtain A.A. degrees and transfer to a four-year institution or are undecided on a goal. The majority of international students either obtain A.A. degrees and transfer to a four-year institution or transfer to a four-year institution without obtaining a degree.

BEST COPY AVAILABLE

Table 4 - Study Abroad Programs

COLLEGE	1988 STUDY	1998 STUDY
# of reporting districts	36	39
Number of students studying abroad	1984 - 855 1985 - 1,275 1986 - 1,317 1987 - 2,512 1988 - 2,834	Fall semester, approximately 475 Winter/Spring Break, approximately 125 students. Spring semester, approximately 400 students Summer, approximately 600 students Total for 1997-1998 - 1,600 (representing 50% of CCIE Colleges)
Total number of Programs Offered	94 programs	1997 - 111 programs 1998 - 124 programs
Favorite Locations	Great Britain, France, Mexico	Spring 1998 - Paris, Great Britain and Florence Winter/Spring Break 1997-1998 - Costa Rica Summer 1998 - Mexico, Costa Rica, Spain Fall 1998 - Great Britain; Florence
Courses Credits Earned	32.6% of the credits earned were in foreign languages; 23.7% in humanities and 16.1% in social sciences	Spring 1998, most credits were in Art/Music; followed by Social Sciences and Foreign Languages. Winter/Spring 1997/1998, most credits were in Natural and Physical Sciences. Summer 1998, most credits were in Foreign Languages and Natural and Physical Sciences followed by Social Sciences and the Arts. Fall 1998, most credits were in Arts followed by Social Sciences, Foreign Languages and English.
Student Characteristics	2/3 were women, 2/3 were between the ages of 18-29, and 12% were Asian, Black or Hispanic	Fall Semester, 25% received Financial Aid (range 5% - 100%) Spring Semester, 23% received Financial Aid (range 3% - 75%) Summer Session, 8% received Financial Aid (range 3% - 75%) Fall Semester, 3 % received Scholarships, (range 1% - 23%) Spring Semester, 6% received Scholarships (range 1% - 46%) Summer Session, 1% received Scholarships (range 1% - 15%) Fall Semester, 10 % were minority students (range 1% - 75%) Spring Semester, 14 % were minority students (range 1% - 60%) Summer Session, 14 % were minority students (range 5% - 75%).
Criteria used in Faculty Selection	Subject matter expertise, variety of courses a faculty member was qualified to teach, demonstrated ability to work under unusual conditions and language fluency.	Not Asked.
Criteria used in Student Selection	64% of the districts selected based upon prior completion of a specified number of units	Not Asked

HANCELLOR'S OFFICE

ALIFORNIA COMMUNITY COLLEGES
107 NINTH STREET
ACRAMENTO, CA 95814-3607
ttp://www.cccco.edu
16) 445-8752

October 15, 1998

MEMORANDUM

TO: Chief Executive Officers
Chief Instructional Officers

FROM: Juán Cruz, Specialist, Global Education Project Manager
California Community Colleges

The Chancellor's Office in an effort to gain a better understanding of the current state of affairs of international/intercultural education (global education) activities in the community colleges, are requesting that you complete and return the enclosed survey by **no later than October 30, 1998.** The first mailing of this survey was September 1, 1998. Since we have not received a response from your college, we are providing a duplicate copy.

Dr. Rosalind Latiner Raby is the project director and principle consultant. Because the survey findings will be used to inform future policy discussions and recommendations on funding for global education in California Community Colleges, your personal commitment of assuring the survey is coordinated and returned by October 30, 1998 is appreciated. Please note you can respond by mail, fax or e-mail It is expected that the final report will be completed by November 30. 1998. You will receive a copy of the final report.. Any questions concerning the content of the survey should be made to:

Dr. Rosalind Latiner Raby
(818) 882-9931 FAX (818) 882-9837
20630 Romar
Chatsworth, CA 91311
rabyrl@aol.com

cc: Lynn Miller, Dean, Curriculum Standards and Instructional Services
Rosalind Latiner Raby, Project Director
Joyce Hassan-Williams, CCCPA

Attachment:

Thank you in advance for your thoughtful and timely participation.

International/Intercultural (Global Education) Survey
Instructions and Definitions

Survey Completion: Because international/intercultural (global education) programs and activities may not be coordinated by a single individual on your campus, this survey may need to be filled out by various people who work within these areas. Please assign someone to coordinate this task at the earliest date possible to facilitate the completion and return of the survey by **October 30, 1998.** Please use extra sheets when necessary. You may return the survey by mail or fax to:

Dr. Rosalind Latiner Raby
20630 Romar Street
Chatsworth, CA 91311
(818) 882-9931
FAX (818) 882-9837
E-mail: rabyrl@aol.com

For the purpose of this survey the following categories are used to describe programs that typically fall under the heading of international/intercultural (global education). International/Intercultural Education (Global Education) is described as programs, activities, and services aimed at: 1) encouraging an international/intercultural perspective by students, faculty, staff and administrators and the community, and 2) preparing students to be globally competent. Such education includes, but is not limited to: Cross-Cultural Training, Faculty Scholarly Exchanges. Foreign Language, Immigrant Education, International Student Programs, International and Area Studies. International Trade and Development, Internationalizing the Curriculum, International Economic Development. International Virtual University, Sister Colleges, and Study Abroad. If a program or activity does not fall under one of the definitions below, please use category 9 (**Other**) to describe the project.

International/Intercultural (Global Education) Center: Centralized office that coordinates a wide range of international/intercultural (global education) programs and activities.

International Development: Programs/activities that include bilateral and cooperative agreements that provide technical, vocational, occupational, language, and knowledge transfer to other countries. Emphasis is on providing training, consultation, professional development opportunities, resource development, and educational services in relevant disciplines and technologies.

International Economic Development: Education and services that are focused on continuous workforce improvement, technology deployment, and business development, including but not limited to: international trade and development, contract education, workforce preparation, professional exchanges, foreign language, partnership development, technical assistance, and cross-cultural training. Program emphasis is on preparing businesses to understand the dynamics of the world market place and to become more globally competent.

Immigrant Education: Programs and/or courses that are designed for foreign born resident students, not on a student visa, including but not limited to: ESL, citizenship, basic skills, workforce preparation, and ancillary services such as outreach and counseling.

International Students: Programs and services designed to assist students from other countries pursue a course of study in the United States on foreign student or visitor visas (F-1, B-1, J-1, M-1).

International Studies/Area Studies: Certificates/Associate Degree Programs including those that are in specific disciplines (e.g., International Studies, International Business, International Communications, Ethnic Studies) or area studies (e.g., Pacific Rim, Latin America, etc.) can also include campus-directed internationalizing the curriculum efforts.

International Virtual University/International Distance Education: Programs/activities that use technology to provide access to a variety of learning venues across national borders. Includes use of Internet in the curriculum, teleconferencing, tele- and net-based distance learning, etc.

Study Abroad: Programs that provide instruction in all disciplines by accredited faculty to California Community College students in foreign locations. Programs range from two-week courses on single subjects for minimal credit to a full semester of instruction comprising a full academic load of four or more courses. These programs are distinct from study tours in that they have an accredited curriculum, provide WSCH/credit-based funding, and are academic in content.

California Community Colleges
International/Intercultural Education (Global Education) Survey

College: ____________________

Contact: ____________________
Name *Title*

Phone: ____________________ **Fax:** ____________________

E-mail: ____________________ **URL*:** ____________________

Part I — Current College Structure and Programs

Please provide information on the person(s) responsible for the following programs.

1. **International/Intercultural/Global Education Center**

   Name: ____________________

   Phone: ____________________ **Fax:** ____________________

   E-mail: ____________________ **URL:** ____________________

   Responsible Employee is: Administrator ☐ Faculty ☐ Classified ☐ Student ☐

   Number of FTE devoted to program ________

2. **International Development**

   Name: ____________________

   Phone: ____________________ **Fax:** ____________________

   E-mail: ____________________ **URL:** ____________________

   Responsible Employee is: Administrator ☐ Faculty ☐ Classified ☐ Student ☐

   Number of FTE devoted to program ________

3. **International Economic Development**

   Name: ____________________

   Phone: ____________________ **Fax:** ____________________

   E-mail: ____________________ **URL:** ____________________

   Responsible Employee is: Administrator ☐ Faculty ☐ Classified ☐ Student ☐

   Number of FTE devoted to program ________

*** Web Page Address**

Part I — Current College Structure and Programs *(Continued)*

4. Immigrant Education

Name: ____________________

Phone: ____________________ **Fax:** ____________________

E-mail: ____________________ **URL*:** ____________________

Responsible Employee is: Administrator ☐ Faculty ☐ Classified ☐ Student ☐

Number of FTE devoted to program ________

5. International Students

Name: ____________________

Phone: ____________________ **Fax:** ____________________

E-mail: ____________________ **URL:** ____________________

Responsible Employee is: Administrator ☐ Faculty ☐ Classified ☐ Student ☐

Number of FTE devoted to program ________

6. International Studies/Area Studies

Name: ____________________

Phone: ____________________ **Fax:** ____________________

E-mail: ____________________ **URL:** ____________________

Responsible Employee is: Administrator ☐ Faculty ☐ Classified ☐ Student ☐

Number of FTE devoted to program ________

7. International Virtual University/International Distance Education

Name: ____________________

Phone: ____________________ **Fax:** ____________________

E-mail: ____________________ **URL:** ____________________

Employee responsible is: Administrator ☐ Faculty ☐ Classified ☐ Student ☐

Number of FTE devoted to program ________

*** Web Page Address**

Part I — Current College Structure and Programs *(Continued)*

8. **Study Abroad**

Name: ____________________

Phone: ____________________ **Fax:** ____________________

E-mail: ____________________ **URL*:** ____________________

Responsible Employee is: Administrator ☐ Faculty ☐ Classified ☐ Student ☐

Number of FTE devoted to program ________

9. **Other**

Name: ____________________

Phone: ____________________ **Fax:** ____________________

E-mail: ____________________ **URL:** ____________________

Responsible Employee is: Administrator ☐ Faculty ☐ Classified ☐ Student ☐

Number of FTE devoted to program ________

10. **Is international, intercultural, or global education mentioned in your:**

Annual Priorities	Yes ☐	No ☐
College Mission Statement	Yes ☐	No ☐
Institutional/Master Plan	Yes ☐	No ☐

11. **Does your college have an international/intercultural and/or global education committee?**

Yes ☐ No ☐ If Yes, the committee consists of *(circle all that apply)*:

Administrators Deans Classified Faculty Students Other(s) ____________

12. **Please indicate sources of outside funding for international/global activities received in the past five years.**

Business/Industry	☐	Independent Foundation(s)	☐
National	☐	Other Country	☐
State	☐	Other *(specify)*: ____________	

---

* **Web Page Address**

13. Check the program(s) in which your college is currently involved.

Community Foreign Policy Forums ☐
Community International Celebrations ☐
English as a Second Language ☐
Faculty International Exchanges ☐
Faculty Staff Development with Global Component ☐
Faculty Study Abroad ☐
Foreign Language Curricula (two or more) ☐
Immigrant Education ☐
International Business Center ☐
International Consultation ☐
International Development ☐
International Virtual University/International Distance Learning ☐
International Economic Development ☐
International Meeting Sponsor ☐
International Sister City Programs ☐
International Students ☐
International Study Tours ☐
International Training and/or Technical Assistance ☐
Internationalizing Curricula ☐
Project Management Abroad ☐
Study Abroad Programs ☐
Student Exchanges ☐
Other International and Global Programs ☐

14. Check all organizations/consortia in which your college is currently a member.

Alliance for International Educational and Cultural Exchange (Alliance) ☐
American Council on International/Intercultural Education (ACIIE) ☐
California Centers for International Trade and Development (CITD) ☐
California Colleges for International Education (CCIE) ☐
Center for International Trade and Development (CITD) ☐
Community Colleges for International Development (CCID) ☐
Council on International Educational Exchange (CIEE) ☐
International Consortium for Educational and Economic Development (ICEED) ☐
Association of International Educators (NAFSA) ☐
Northern California Advocates for Global Education (NCAGE) ☐
Others *(within California and Nationally)*: ____________________

Part II — Future Directions

1. **Please identify all appropriate programs that are being discussed or planned for your college. Please mark according to stage of development.** If you are in the seriously discussing ideas for future implementation, please check Discussion Stage. If you have a formulated plan of action for future implementation, please check Planning Stage. Do not check programs that are currently being offered.

	Discussion Stage	**Planning Stage**
Center for international Trade and Development	☐	☐
Community Foreign Policy Forums	☐	☐
Community International Celebrations	☐	☐
English as a Second Language	☐	☐
Faculty International Exchange	☐	☐
Faculty Study Abroad	☐	☐
Foreign Language Curricula	☐	☐
Immigration Education	☐	☐
International Business Center	☐	☐
International Consultation	☐	☐
International Development	☐	☐
International Virtual University/Distance Learning	☐	☐
International Economic Development	☐	☐
International Meeting Sponsor	☐	☐
International Sister-City Programs	☐	☐
International Students	☐	☐
International Study Tours	☐	☐
International Training/Technical Assistance	☐	☐
Internationalizing Curricula	☐	☐
Project Management Abroad	☐	☐
Staff Development With Global Component	☐	☐
Student Exchange	☐	☐
Study Abroad Programs	☐	☐

Other *(specify)* ____

2. **Does your college have a strategic plan to advance international and global education?**

Yes ☐ No ☐ If Yes, please describe ____

____

3. **If you would like to promote more comprehensive programs, which areas of assistance could the Chancellor's Office help in advancing an initiative on international/global education?** You can mark more than one answer. Please identify your four top needs.

		Top Four Needs
Consultation Services	☐	______
Coordination/Networking	☐	______
Curriculum Development	☐	______
Faculty/Staff Training	☐	______
Institutional Administration Support and Commitment	☐	______
Legislative Updates	☐	______
Leveraging Federal Funding	☐	______
Leveraging State Funding	☐	______
Liability/Legal Guidelines	☐	______
Promote International/Intercultural Education	☐	______
Resource Directory	☐	______
Sharing Best Practices	☐	______
Statewide/Regional Organizational Support	☐	______
Statewide/Regional Publicity Support (*Marketing, Web, Brochures*)	☐	______
Technical Support	☐	______
Title 5 Regulation Revisions	☐	______

Other(s) ______________________________

____

4. **What have we forgotten to ask?**

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

Thank you for your time in completing the 1998 California Community Colleges Survey on International/Intercultural (Global Education). Please return this survey **by October 15, 1998** to:

Dr. Rosalind Latiner Raby
20630 Romar St.
Chatsworth, CA 91311
(818) 882-9931/(818) 882-9837 FAX/E-mail: rabyrl@aol.com